INTEGRATING LIVING VALUE EDUCATION IN ENGLISH TEACHING AND LEARNING PROCESS AT SMA MUHAMMADIYAH 2 SIDOARJO

THESIS

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of Sarjana Pendidikan (S.Pd) in Teaching English

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ABSTRACT

Islamiah, KhoirinNuril. (2018). *Integrating Living Value Education in English Teaching and Learning Process at SMA Muhammadyah 2 Sidoarjo.*Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam NegeriSunanAmpel Surabaya. Advisor I: Dra. Arbaiyah Yusuf, M.A. Advisor II: H. MokhamadSyaifudin, M.Ed, Ph.D

Keyword: *Integration, Living Value Education, Teaching and Learning Process, Teachers' Problems*

Character is a positive impact that owned by human but it can be influenced by other factors for instance family, school, and environment. In Indonesia, there are some cases like bullying, drug, HIV/AIDS etc and those happened by children or teenager. They spent most of their time at school rather than home. So, school throughout the program or activity class should integrate and develop the character of students. Living Value Education (LVE) comes to dig and develop universal values of students individually.This research examines the integration of LVE during teaching and learning process at SMA Muhammadiyah 2 Sidoarjo and the problems faced by the teacher during integrate LVE. The data were collected by doing observation adapted from core curriculum by Dr.Emmanuel Kwaku Senah to gain the integration of LVE in teaching and learning process and interview based on Thomas Lickona's theory to know the teachers' problem. Data analyses were gained by collection, reduction, display and conclusion drawing. The findings of this research are the integration of LVE integrated well and all values appeared. during teaching and learning process. All of values appeared, the teachers have two main problems, which are task and students' background. All of the components like students, school, society and government should co-operative to develop Living Value Education.

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ABSTRAK

Islamiah, KhoirinNuril. (2018). *Integrating Living Value Education in English Teaching and Learning Process at SMA Muhammadyah 2 Sidoarjo.* Skripsi. Pendidikan Bahasa Inggris, FakultasTarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I:Dra. Arbaiyah Yusuf, M.A., Pembimbing II: H. Mokhamad Syaifudin, M.Ed, Ph.D

Kata kunci: *Integrasi, Living Value Education, Proses Belajar Mengajar Bahasa Inggris, Permasalahan Guru*

Karakter adalah hal positif yang dimiliki oleh manusia tetapi hal tersebut dapat dipengaruhi faktor lain seperti keluarga, sekolah, dan lingkungan. Terjadi kasus seperti pembulian, narkoba, HIV/AIDS dll dan kasus tersebut dialami oleh remaja. Mereka menghabiskan lebih banyak waktu di sekolah daripada di rumah. Jadi, melalui sekolah atau aktifitas kelas harus mengintegrasikan dan mengembangkan karakter siswa. Living Value Education (LVE) hadir dengan tujuan untuk menggali dan mengembangkan nilai-nilai universal dari siswa secara pribadi. Penelitian ini bertujuan untuk mengetahui pengintegrasian LVE selama proses belajar mengajar bahasa Inggris di SMA Muhammadiyah 2 Sidoarjo dan masalah yang dihadapi guru selama mengintegrasi LVE. Data diperoleh dengan melakukan observasi yang diadopsi dari pedoman kurikulum oleh Dr.Emmanuel Kwaku Senah untuk mengetahui bagaimana pengintegrasian LVE selama proses belajar mengajar dan wawancara berdasarkan pada teori Thomas Lickona untuk mengetahui masalah yang dihadapi guru. Analisis data dilakukan dengan pengumpulan data, pengurangan data, memaparkan data, dan pengambilan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa LVE diintegrasikan dalam kegiatan-kegiatan dengan baik dan semua nilai-nilai LVE muncul selama proses belajar mengajar. Guru juga mempunyai dua permasalahan dalam mengintegrasi LVE, berupa pemberian dan latar belakang siswa itu sendiri. Semua komponen seperti siswa, sekolah, masyarakat, dan pemerintah harus bekerjasama dalam mengembangkan Living Value Education(LVE)

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LIST OF ABBREVIATION

1. **NAPZA** : Narkotika, Psikotropika, Zat Adiktif (Narcotic, Psychotropic, and Addictive Substance)
2. **HIV** : Human Immunodeviciency Virus
3. **AIDS** : Acquired Immuno Deficiency Syndrome
4. **PPK** : Penguatan Pendidikan Karakter (Character Education Strengthening)
5. **UNICEF** : United Nation Children's Fund
6. **UNESCO** : United Nations of Educational, Scientific, and CulturalOrganization
7. **BKWSU** : Brahma Khumaris World Spritually University
8. **EFL** : English Foreign Language
9. **ALIVE** : Association Living Value Education
10. **SMA** : Sekolah Menengah Atas (Senior High School)
11. **ELT** : English Learning Teaching
12. **MIPA** : Matematika Ilmu Pengetahuan Alam (Science)
13. **IPS** : Ilmu Pendidikan Sosial (Social)
14. **PKN** : Pancasila dan Kewarganegaraan
15. **MTK** : Matematika (Mathematic)
16. **UIN** : Universitas Islam Negeri
17. **U.K** : United Kingdom
18. **U.S** : United State

CHAPTER I
INTRODUCTION

This chapter discusses about what will be researched, what are the significant, and why this research done. Some points are displayed by the researcher to answer those headings.

A. Research Background

Character determines the nationexistence.[1] The stronger nation character, the more courteous the nation will be. Character refers to attitudes, behaviors, motivations, and skills[2]. Based on the statement previously, Islam also has perspective about character. Islamic ideology system is grouped into three, which are Belief (*Faith*), Islamic Law (*Rule of worship*), and Moral (*Character*)[3]. All of those ideologies should be united to influence each other. Belief is become foundation to base Islamic Law and Moral. While Islamic Law is become a building which can realized with a good Belief. Sum up that statement, Moral (Character) is the result of Belief and Islamic Law.

Character based on Islam perspective is not significantly different with other perspective. Here, the purpose of character education of Indonesia is in line with character in Islam perspective, which is Moral. Islam is become the larger number of religions in Indonesia. When majority of Islam people in Indonesia have good characters, means Indonesia has succeed to build nation character.

In the 21th century, education is not just talking about knowledge but also the character. A good nation is become people's expectation but reality, there are some cases happen in Indonesia such as bullying, drugs, free sex, etc. From those cases can be seen that Indonesia in a character decreasing.

NAPZA (Narcotic, psychotropic, and Addictive Substance) abusing case in Indonesia year by year is increase. In 2008, there was 3.3 million (3.32.527) or 1.99% into 4 million (4.071.016) or 2.32% in 2011 and it predicted increase become 5 million

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[1]Milad slami, *"Character Values and Their Internalization in Teaching and Learning English at Madrasah".*Dinamika Ilmu. Vol 16 No. 2, 2016, 280

[2]Lian Otaya, *"Pendidikan Karakter Berbasis Nilai",* (Universitas Negeri Yogyakarta, 2014), 78

[3]Ahmad Amin,"*Etika (Ilmu Akhlak)".* Terj.oleh Farid Ma'ruf. (Jakarta: Bulan Bintang. Cet. VIII, 1995).

(5.126.913) or 2.8% in 2015 and it knew 5.3% as a student[4]. The big problem faced in Indonesia is about drug usage with hypodermic needle and it cause HIV/AIDS. In 2016 was reported HIV/AIDS case from parental about 3.8% while 1.9% HIV from drug usage with hypodermic needle and 2.6% AIDS[5].

On the other hand, bullying is also happens not only in Indonesia but also in several countries, moreover in entire the world. Study in Britain found that one of four children notified being bullying by mobile phone or internet. Resent survey in Australia showed that 21.000 children school chose bullying became first in social anxiety[6].

Based on those cases above, it is showed that children or teenager have big role in our society. Essentially, character is a positive impact that owned by human but it can be influenced by other factors for instance family, school and environment. A child spends their much time at school, so in this case the teacher has main role in students' character building. By learning and accustoming character education in the school, the problem above can be minimized, need cooperation not only by student itself but also the teachersuch as teaching and learning process in the class.

According to those phenomena, researcher is interested in this research because researcher sees how the character education is crucial and it is needed in every aspect in our life. Through education means school, expected that character education is thought and applied. Here, teacher holds an important role to integrate character education through teaching and learning process.

Character education is not something new in educational system[7]. Ministry of National Education number 20/2003 states a regulation about National Education System in developing character education. Character education is mentioned as a *Value Education, Behavior Education, Moral Education, and Personality*

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[4]Qomariyatul Sholihah*, "Efektivitas Program P4GN Terhadap Pencegahan Penyalahgnaan Narkoba"*, Jurnal Kesehatan Masyarakat. Vol 9 No.1, 2013, 154

[5]Pusat Data dan Informasi Kmenterian RI, *"Anti Narkoba Sedunia",(*Jakarta Selatan: Infodatin, 2017), 4

[6]Janine Brown, *"The Role of Values Education in Primary School Bullying Prevention and Mediation"*, (University of Notre Dame Australia, 2014), 1

[7]Milad slami, *"Character Values and Their Internalization in Teaching and Learning English at Madrasah"*.Dinamika Ilmu. Vol 16 No. 2, 2016, 280

Education in order to construct student skill to make good-bad decision, maintain and actualize goodness in daily life[8]. There are three aspects that scored in teaching and learning process; Cognitive, Psychomotor, and Affective. Sometimes teacher more concern in cognitive aspect and do not emphasize the affective aspect. Tafsir, stated that method that mostly used in teaching and learning process is cognitive aspect or just limited in knowledge transfer.

Indonesia Educational System exactly creates 18 character pillars in order to strengthen character education implementing. There are Religious, Honesty, Tolerance, Discipline, Hard Working, Creative, Independent, Democracy, Curiosity, nationality, Loving Homeland, Appreciate, Communicative, Peaceful, Reading Avid, Environment Caring, Social Caring, and Responsibility[9]. In September 14, 2016 there was discussion by Indonesia Ministry of National Education and regenerate 18 character education pillars into Character Education Strengthen (Penguatan Pendidikan Karakter/PPK) which has five characters: Religious, Nationalism, Independent, Cooperation, and Integrity[10].

There are other names of value education internationally, which are *Moral Education, Character Education and Ethics Education*.[11]Educators in consultation with the Education Cluster of UNICEF, New York and the Brahma Kumaris World Spiritual University (BKWSU) were developed value education which is Living Values Education (LVE).

Living Values Education (LVE) is education program offer a practice and training methodology for facilitator, social employee, parents, and teacher in order to help them provide chance for children and young to dig and develop universal values. One of basic program, Living Values Education is each teacher invited to reflect and dig their value individually. Living Values Education

[8]Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan, *"Pedoman Pelaksanaan Pendidikan Karakter"* (Jakarta, 2011), 1

[9] Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan, *"Pedoman Pelaksanaan Pendidikan Karakter"*… 3

[10]Kementrian Pendidikan dan Kebudayaan RI*, "Konsep dan Pedoman Penguatan Pendidikan Karakter"*, (Jakarta: TIM PPK Kendikbud, 2016), 9

[11]Terry Lovat-Ron Toomey, *"Values Education and Quality Teaching",* (Australia: Springer), 2009, xi

(LVE)firstly knew in Indonesia 2002. Living Values Education (LVE) itself develop twelve critical social values: *Cooperation, Freedom, Happiness, Honesty, Humility, Love, Peace, Respect, Responsibility, Simplicity, Tolerance And Unity.*

Researcher used theory Living Values Education (LVE) from Educators in consultation with the Education Cluster of UNICEF, New York and the Brahma Kumaris World Spiritual University (BKWSU) because it is the centralization of character education over the world and the approach and material used in 80 countries at about 8.000 educational settings such as schools currently[12].

Character education or Living Values Education (LVE) is available to applied in all subjects at school especially English. English as a foreign language (EFL) in Indonesia also should integrate the character education. Tsui, stated that there is aim of character education integrated into EFL, which is provide a content – based environment for students to learn English as well as a norm/ethic.

Regarding to that issue, there are some researches that have been conducted by some researcher relate with this focus. The current study is *"Character Values and Their Internalization in Teaching and Learning English at Madrasah[13]" by* Milad Islami. This research conducted to identify topic central which are character value and their internalization. Second is, research by Tri Sukirman and M. Ridwan*, Implementasi Pendidikan Nilai (Living Values Education) dalam Pembelajaran IPS (Research Pembentukan Karakter Anak di SDN Batang-Batang Daya I)[14].* The aim of this research is to describe lesson developing at school based on the goal and instruction from Ministry of National Education regulation. The third thesis is *"Teachers' Understanding and Implementation of Values Education in The Foundation*

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[12]Association for Living Value Education (A.L.I.V.E) International. *"Living Values Education Approach",* 2016

[13]Milad Islami, *"Character Values and Their Internalization in Teaching and Learning English at Madrasah". Dinamika Ilmu.* Vol. 16 No. 2, 2016

[14]Tri Sukirman and M. Ridwan*, Implementasi Pendidikan Nilai (Living Values Education) dalam Pembelajaran IPS (Research Pembentukan Karakter Anak di SDN Batang-Batang Daya I), 2016*

Phase"[15]byStephen Esrom Masote. The aim of this research ishowthe teacher's strategies and methodologies to implement value education at schools. Next research is, *The Role of Values in Teaching*16by Petr Stika. This research is identifying the role or important of moral values education in teaching process by Czech teachers. The last research comes from Sapriya Kokom Komalasari, *Living Values Education in Teaching Materials to Develop Studennts' Civic Disposition*[17]. *This research was* described the role of living values education in teaching materials and effect on the students of civic disposition.

Thus, the researcher chooses to conduct the research at Senior High School of Muhammadiyah 2 Sidoarjo because this school has already joined character education training and this school becomes one of role school models based on Kemendikbud which implement character education at school program especially in the teaching and learning process. Wigati, as principal of SMA Muhammadiyah 2 Sidoarjo stated that this school has already got appreciations such as The Real School, The School of Champions, The School of Character, School of Holistic Education, The Outstanding School of Muhammadiyah, The Best Private Secondary School, High Quality Improvement Commitment Company and The Best Improvement Private Secondary School. It is proven by the researcher's experience while the researcher conducted the microteaching program at this school for the duration of two months.

This research has constrisution for circle of people for instance teachers to know how the teachers integrate Living Value Education (LVE) in the teaching and learning process. It gives motivation or figure out for other teachers in integrating Living Value Education (LVE) in other ways. For students, this research becomes information to apply Living Value Education (LVE) at school and their society. Moreover, for reader or other researchers, this research gives academicals information to understand and

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[15]Stephen Esrom Masote, Doctor Degree: "*Teachers' Understanding and Implementation of Values Education in The Foundation Phase*" (South Africa: University of Pretoria, 2016)

[16]Petr Stika, Bachelor Thesis: "*The Role of Values in Teaching*" (Brno: Masaryk University, 2012)

[17]Sapriya Kokom Komalasari, *Living Values Education in Teaching Materials to Develop Studennts' Civic Disposition, 2016*

redevelop this topic, because as people know that character/value education is crucial aspect in our life.

B. Research Questions

In relation to the background of the research previously outlined above, the research formulated as these following questions:

1. How is Living Value Education integrated in English teaching and learning process at SMA Muhammadiyah 2 Sidoarjo?
2. What are the problems faced by teachers to integrate Living Value Education in the teaching and learning process at SMA Muhammadiyah 2 Sidoarjo?

C. Objectives of the Research

The research aimed to finding out:

1. The way how teachers integrate Living Value Education in the English teaching and learning process at SMA Muhammadiyah 2 Sidoarjo
2. The teachers' problems and solutions to integrate Living Value Education in the English teaching and learning process at SMA Muhammadiyah 2 Sidoarjo

D. Significance of the Research

The result of this research has expected to give advantage and contribution for students, teachers or school, society or parents and further researcher to integrate or develop Living Value Education, both in school or society.

1. For students, they can develop their characters and do teaching and learning process in the class with enjoy which contain of Living Value Education, so they become good person.
2. For the teachers, the result of this research whelp them in teaching and learning process especially to integrate Living Value Education. Besides, this research can give more information and sharing material to integrate Living Value Education.
3. For society or parents, this research helps them to develop good values to their children or family because the important part of education element is not only school but also family and society. So, the result of this research will carry out important impact.

4. Last is further researcher and reader, the result of this research gives academic information for the future research, especially in integrating Living Value Education or Values Education.

E. Scope and Limitation

This research has focuses on two scopes:

1. How the way teachers integrate Living Value Education in English teaching and learning process by some activities in the classroom aspect.Character education basis of classroom related with correlation between teacher and students in the class. According to Doni Koesuma, all of the class activities have potential to develop students' character.

2. This research focuses only to the teachers' problem, not the students' problem while integrate Living Value Education during teaching and learning process through classroom activity. The researcher limits the research only focus on three English teachers at SMA Muhammadiyah 2 Sidoarjo and used Living Value Education theory to answer for the first research question and Thomas Lickona theory to answer for the second research question and class aspect was used in this research.

F. Definition of Key Terms

The researcher uses several terms in this research in order to make clear and misinterpretation. Thus, those terms will be explained details.

1. Integrated Teaching and Learning

Integrated teaching and learning is learning that began with a main discussion or particular theme related with other discussions spontaneously in one or more subjects, with many students' learning experience, so it is useful[18].

The aims of integrated teaching and learning are enhance concept understanding of the learning as useful, develop discovery skill, treat and use the information, and grow a positive attitude, good behavior, how to grow and develop good and positive behavior, can be supported by giving character education on it, and values that needed in life[19].

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[18] Rusydi Ananda – Abdillah, *Pembelajaran Terpadu* (Jakarta: LPPPI, 2018), 4.
[19] Rusydi Ananda – Abdillah, *Pembelajaran Terpadu ...* 9

In this research, researcher used integrated teaching and learning not integrated curriculum. Means, the class activities were observed in this research.

2. **Character Education**

Character education is an aware effort that should be done by education stakeholder to form student character through religion, ethos, aesthetic, and synthetic values in order to build child character to be excellent individual.

As mentioned in regulation number 20 year 2003 chapter 3, about National Education System formulates that character education should be used in Indonesia education attempt[20].

In this research, character education become main foundation especially Indonesia character education. The researcher compared and related these topics with Living Value Education.

3. **Living Value Education**

Living Value Education is education method concept that advances the value-based learning communities development and a place to looking for meaning and the heart of education purpose[21]. Living Value Education emphasize the integrity and worth each person in their personality, where is at home, school, and community.

Living Value Education has twelve values or characters, which are Peace, Respect, Love, Tolerance, Honesty, Humanity, Cooperation, Happiness, Responsibility, Simplicity, Freedom, and Unity. These values are observed by the researcher during English teaching and learning process to find out how the integration of Living Value Education.

Those values are used in this research to be observed. The values are observed in observation checklist.

4. **English Teaching and Learning Process**

English is International language, not all of countries in this world put on English as a main language. As Indonesia, English is foreign language and it is tough in school because cannot be denied that English make easier for competence in

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[20]Kementrian Pendidikan Nasional, *"Pengmembangan Pendidikan Budaya dan Karakter Bangsa",* (Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010), 2

[21]Association for Living Value Education (A.L.I.V.E) International.*"Living Values Education Approach",* 2016

global. English teaching and learning carried out with integrity skills (four language skills) which applied at course or training. It is adapted with reality because after teaching and learning process has done, student competences to use English or communicate both speaking and writing[22].

Those skills might be appear in the teaching and learning process, so in this researcher those skills that covered through class activity were observed and related with Living Value Education.
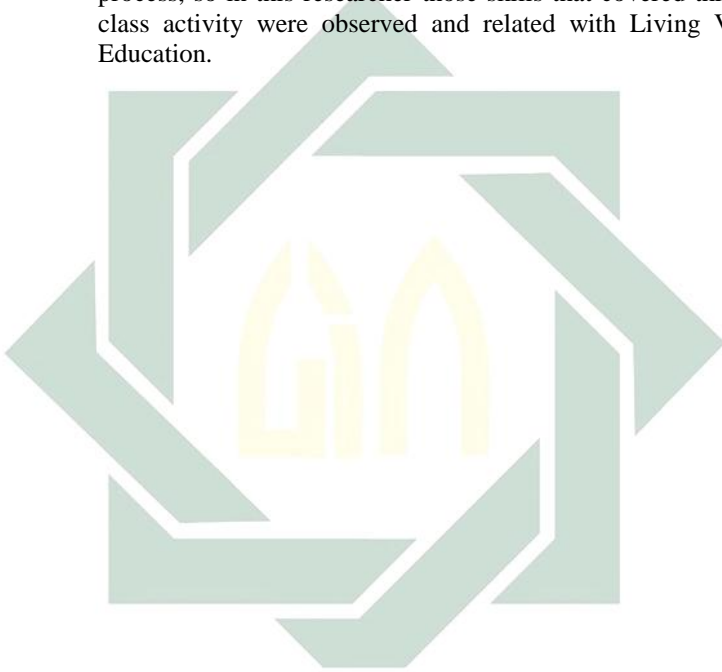
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[22]Kementerian Pendidikan Nasional, *"Bahasa Inggris Umum (Competency-Based Curriculum for General English), 2009*", 2

A. Review of Related Review

1. Integrated Teaching and Learning

There are two relationships about integration, which are integrated curriculum and integrated learning[23]. Integrated curriculum is curriculum that combines some science disciplines through content, skill, and attitude integration. While, integrated teaching and learning is an oriented approach to the learning practice that appropriate with students' need[24]. The basic difference between integrated curriculum and integrated learning is located on the planning and accomplishing[25].

a. Characteristic of integrated learning

There are some integrated learning characteristics that should be known[26]:

a. Integrated learning with students centered.
b. Integrated learning by giving direct experiences to the students.
c. Blend of the subject lesson.
d. Provide others concept of lesson with another lesson.
e. Flexible and appropriate with students' need and skill.

b. Types of Integrated Learning

According to Robin Fogarty, he stated that there are ten types of integrated learning, which are: (1) fragmented, (2) connected, (3) nested, (4) sequenced, (5) shared, (6) webbed, (7) threaded, (8) integrated, (9) immersed, (10) networked.

In another hand, there are three types that mostly used in the school, which are webbed, connected, and

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[23] Asep Herry – Novi Resmini, *Konsep Dasar dan Model-Model Pembelajaran Terpadu* (PDGK4205/Modul), 14.

[24] Asep Herry – Novi Resmini, *Konsep Dasar dan Model-Model Pembelajaran Terpadu…16.*

[25] Asep Herry – Novi Resmini, *Konsep Dasar dan Model-Model Pembelajaran Terpadu…15*

[26] Asep Herry – Novi Resmini, *Konsep Dasar dan Model-Model Pembelajaran Terpadu…17.*

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integrated[27]. Webbed type is type that start with determine the theme, then develop it with subtheme with concern with that lesson. Connected type is type that blends one concept with another, one topic with another and one skill with another in one lesson. The last is integrated type; this type blends one lesson with another lesson.

The researcher focused on the integrated learning with connected type, because the object of this research is English learning in the classroom activity.

2. Character Education
a. Definition of Character Education

Based on Ryan and Bohlin, character was being derived from Greek, which is *Charassein* or *"to mark"* and focus to how apply good values in an action and behavior. In English, character means nature, personality, and behavior. On the same meaning, it can be meant based on Griek, character is a guide of human character permanently to make different each other[28].

In terminology, character is human natures depend on many factors itself. On the other hand, character is a living values of human that related with God, environment, human, and ourselves that mirrored by thinking and action based on religion norm, law, culture, and etiquette according to *"The Stamp of Individually or Group Impressed by Nature Education Habit"*[29].

In sum, character is related with human nature, personality, and behavior in all of their activities with their God, environment, society, and themselves which applied both in thinking and action. From this meaning, so it appears a concept of character education.

Character education comes from two words, which is character and education. This concept was known by Thomas Lickona in 1990. He is conceptualizes of character

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[27] Asep Herry – Novi Resmini, *Konsep Dasar dan Model-Model Pembelajaran Terpadu ... 29*

[28]Tuhana taufiq Andrianto*, "Mengembangkan Karakter Sukses Anak di Era Cyber"*, Arruz Media (Yogyakarta: 2011). 17

[29] Tobroni, "Pendidikan Karakter Perspektif Islam", accessed on Mei 22, 2015

education and wrote book entitled *The Return of Character Education* and followed by another book *"Educating for Character: How Our School Can Teach Respect and Responsibility"*. Character Education based on Thomas Lickona is an intended effort to help someone, so he/she can understand, concern, and do main ethics values[30].

There are ten essential characters that should be implemented to students in school, home, and society[31], which are Wisdom, Justice , Firmness, Self-control, Affection, Positive attitude, Hardworking, Integrity, Grateful, and Humble.

Muhammda Nuh states that essentially, character education is an integral part of nation character developing in Indonesia. Character education is directed to achieving national education goal *(Pasal 3 Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional)*, in order to develop students potential for being pious, health, knowledgeable, creative, capable, independent, and being citizen who democracy and responsible.

b. Function of Character Education

There are three functions of character education[32]:

1) Developing: Student potential developing for having good personality (student who had have good attitude)
2) Fixing: To strengthen function of National Education to responsible student potential developing for being prestigious.
3) Filtering: To filter own and foreign culture which do not appropriate with nation character.

c. Objective of Character Education

Besides function, character education also has objectives[33]:

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[30]Thomas Lickona, *"Character Matters; Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian Yang Baik, Integritas dan Kebijakan Penting Lainnya"*, (Jakarta: PT Bumi Aksara, 2015), 6.

[31] Thomas Lickona, *"Character Matters; Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian Yang Baik, Integritas dan Kebijakan Penting Lainnya"* ... 280-282

[32]Kementrian Pendidikan Nasional, *"Pengemembangan Pendidikan Budaya dan Karakter Bangsa"*, (Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010), 4

[33] Kementrian Pendidikan Nasional, *"Pengemembangan Pendidikan Budaya dan Karakter Bangsa"* ... 7

1) Developing student affective potential.
2) Developing student habit and attitude which on the same line with nation character custom and religious.
3) Cultivating student leadership and responsibility as next generation.
4) Developing student ability to be independent, creative, having nation insight, and
5) Developing school environment as safe, honest, full of creativity and friendship, and high of dignity.

3. **Living Value Education (LVE)**

   a. **Definition ofLiving Value Education (LVE)**

   Living Value Education (LVE) is a way or program of conceptualizing education that promotes the value-based development communities and place to search what the truly meaning of education. Educators in consultation with the Education Cluster of UNICEF, New York and the Brahma Kumaris World Spiritual University (BKWSU) were developed value education which is Living Values Education (LVE).

   Living Values Education (LVE) is present to answer and give solution to construct good characters with implement those values in LVE itself. Breakthroughs that have done by Indonesia government to use LVE, it is truly on the same line with the goal of Indonesia character. Living Values Education (LVE) approach has been used in nearly 80 countries at about 8.000 educational settings[34]. Living Value Education also has association in almost countries all over the world, named A.L.I.V.E (Association for Living Value Education). LVE supports overall the positive values of individual and culture development.

   b. **Core Principal of Living Value Education (LVE)**

   Living Values Education is based on the following core principles[35], which are learning and teaching environment, teaching of values, and nature of persons within the world and the discourse of education

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[34]A.L.I.V.E, *"The Living Values Education Approach"*
[35] A.L.I.V.E, *"The Living Values Education Approach"*

c.   **Aims ofLiving Value Education (LVE)**

LVE has purpose as a guiding principles and tools for a whole person development. Those aims are[36]:

1) To helps individuals reflect and think based on that different values then apply it on relation with themselves, others, community, and the world at large
2) To make deep understanding, motivation, and responsibility with assumption to make positive personal and society
3) To inspire themselves to choose their personal, moral, social values and be aware for method practical.
4) To encourage educators to look at education as facilitator and provider values for students so they can integrate themselves into their society, community with respect, confidence, and purpose.

d.   **Values of Living Value Education**

There are twelve values with their definitions that developed byEducation Cluster of UNICEF, New York and the Brahma Kumaris World Spiritual University (BKWSU)[37]:

Table2.1 Description of Living Value Education

No	Value	Description
1	Peace	Attitudes, words, and actions that cause others to feel happy and safe in one's presence. Having positive thoughts for them self and others.
2	Respect	Attitudes and actions that encourage students to produce something useful for their society and recognize and honor the

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[36] A.L.I.V.E, *"The Living Values Education Approach"*
[37]Sapriya Kokom Komalasari, *Living Values Education in Teaching Materials to Develop Studennts' Civic Disposition,* The New Educational Review, 110.

		success of others
3	Love	Attitudes and actions to help other people and communities who are in need, caring and sharing, feeling safe, and wanting good for others.
4	Tolerance	Attitudes and actions that respect differences in religion, race, ethnicity, opinions, attitudes, and others those are different from themselves. Being understanding and open-minded.
5	Honesty	Behavior that is based on an attempt to make students as persons who always believe in words, actions, and work. Telling the truth and being true to yourself and others.
6	Humanity	Behavior that accepts the advantages and disadvantages of self and others, self respect and self esteem, and courage and confidence.
7	Cooperation	Actions that demonstrate cooperation with others, helping each other, working together with patience, and collective effort to reach goal.

8	Happiness	Actions that show a sense of fun and enjoyment, giving everyone good wishes, and peace inside.
9	Responsibilities	Attitudes and behaviors of a person to perform duties, being fair, and taking care to self, society, environment (natural, social, and cultural), country, and God Almighty
10	Simplicity	Attitudes and behavior that are understated (not excessive), putting others first, appreciating the small things in life.
11	Freedom	Attitudes and behaviors which show independence according to the rules, and living with dignity.
12	Unity	Action that shows a sense of unity and the collective interests rather that an individual or a group, collective strength and harmony.

Adopted by Neil Hawkes in *"Value-based Education (Blueprint and sample lessons)"*

4. English Teaching and Learning
a. The Essence of English Teaching and Learning

The essence of English teaching and learning carried out with integrity skills (four language skills) which applied at course or training. It is adapted with reality

because after teaching and learning process has done, student competences to use English or communicate both speaking and writing[38].

As mentioned above that English is tool to communicate both speaking and writing. Communication means understand and express information, thought, feeling, and developing information, technology, and culture. All of those can be covered by four skills in language teaching and learning, those are listening, speaking, reading, and writing. Those skills are certainly used in our life. Therefore, English directed to improve and develop it.

In Indonesia, English is become foreign language. Therefore English is taught in schools[39]. Michael West in 1953 states:

> *The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue ... It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be.*

Therefore, it should be arranged teaching and learning program that appropriate with the standard and it can be used forcourse and training, based on UU No.20 Tahun 2003 and PP No.19 Tahun 2005 about National Education System[40].

b. The Objective and Function of English Teaching and Learning

English is very important to be mastered because English is International language. Second, English simplify people to access information and technology.

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[38]Kementerian Pendidikan Nasional, *"Bahasa Inggris Umum (Competency-Based Curriculum for General English), 2009"*, 2

[39]Geoffrey Broughton, et.al., *"Teaching English as a Foreign Language",* (New York: Routledge, 2003), 6

[40]Kementerian Pendidikan Nasional, *"Bahasa Inggris Umum (Competency-Based Curriculum for General English), 2009"*, 1

Besides these reasons, there are some objectives of English Teaching and Learning[41]:

1) To improve communication competence both speaking and writing to reach functional literate level and solve daily problems.
2) Having awareness because English helps to compete with global citizen
3) Developing learners understanding about relationship between language and culture

5. **Living Value Education (LVE) in English Learning Teaching (ELT)**

Living Value Education is educational program initiative by educational cluster of UNICEF and UNESCO with Brahma Khumaris that has twelve character values: peace, love, respect, freedom, humility, honesty, tolerance,cooperation, happiness, simplicity, responsibility, and unity.

English teacher are increasingly realizing the important of values in ELT[42]. All of values are provided in the Living Value Education which uses value as basis of curriculum, activities, classroom management, and evaluation. All of language teachers agree that motivation is a key to learn English[43]. LVE activities help to foster atmosphere and strategy to create between teacher and student[44]. Teacher of English Foreign Language (EFL) consider constructing and practicing value-based in the classroom with LVE[45]. EFL teachers utilize these in their classroom as way to introduce value-based approaches to their lesson plan.

6. **Pedagogic Problem in Teaching Value**
   a. **Problem in teaching value**

Thomas Lickona stated that schools are the stakeholder and have commitment to teach value education

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[41]Tri Ilma Septiana, *"Implementasi Pendidikan Karakter dalam Pembelajaran Bahasa dan Sastra",* (IAIN Sultan Maulana Hasanuddin Banten),

[42] Jane A.Lightburn*, "Value Based Activities for the EFL Classroom".* (Paper presented at JALT 2016 Conference Procedings, Tokyo, 2016), 914

[43] Jane A.Lightburn*, "Value Based Activities for the EFL Classroom"... 917*

[44] Jane A.Lightburn*, "Value Based Activities for the EFL Classroom"...* 917

[45] Jane A.Lightburn*, "Value Based Activities for the EFL Classroom"...* 917

and develop good character[46]. On his assertion, there are three reasons why value education should be implemented at school. First, value education has aim to be fully human. Here, the qualities and strengths are needed to define the hallmarks of human maturity and development. Second, school is better place to announced, teach, celebrate, and enforce the values[47]. School as same as environment that has big role in developing value. Third is task of building that value or moral society. Youth is reflects visibly of social and moral problems in our society.

First is the quality and strength of the teacher while integrate Living Value Education. The quality of the teachers shows a stronger correlation to students' character developing[48]. Teaching character Education is more complex than mathematic or others. So, teachers need to grow their factors, those are[49]:

1. Skill development
2. Teachers competent in value domain
3. Teachers understanding about value education concept

Second is School same as environment, means school also same as the students' environment such as their family. So, here there are some factors that indicate school same as environment[50]:

1. School staff
2. School support social and emotional development by doing some programs, in order for students to better understand themselves.
3. Create a positive moral culture in the school

Third is task of building value. Beside of two problems above, task also becomes main thing in teaching value. There are some factors indicate this problem:

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[46]Tony R.Sanchez, "Facing The Problem of Character Education"

[47]Thomas Lickona, "Characters Matters"

[48] Dan Goldhaber, *In Schools, Teacher Quality Matters*, (Spring: Education Next, 2016), 58

[49] Thomas Lickona, *The Return of Character Education*, 315

[50]GSR, *Developing Chaeacter Skill in Schools*, Summary Report (NatCen Social Research & the National Children's Bureau Research and Policy Team, 2017), 9

1. Teachers cannot be able to choose values that appropriate with the material
2. Caring community in the classroom throughout daily activities and well structured cooperative learning

Sum up the explanation above, problems of character education are the qualities and strengths of character, school environment, and task that build value education.

b. Probably solution

Character education will support approach that focuses the moral impact of the school community. The school board, administration, teachers, parents, andstudents should take the role of building and developing value education; it needs integrity and effective approach.

All components above (school board, administration, teachers, parents, and students) should have good coordination and cooperation both at school and out of school environment[51]. Lickona also stated that government must support that will note undermine relationship between home and school[52].

7. Previous Studies

There are some studies that have related topics with this research were conducted by other researchers. Therefore, the researcher mentions the previous studies below in order to give gap and differentiation among upcoming research.

1. Tri Sukirman and M. Ridwan, *Implementasi Pendidikan Nilai (Living Values Education) dalam Pembelajaran IPS (Research Pembentukan Karakter Anak di SDN Batang-Batang Daya I)[53]*

The aim of this research is to describe lesson developing at school based on the goal and instruction from Ministry of National Education regulation with

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[51]H. Huffman, *Developing A Character Education Program* (Alexandria, Va.: Association for Supervision and Curriculum Development, 1994).

[52]Thomas Lickona, "*Educating for Character*"

[53]Tri Sukirman and M. Ridwan, *Implementasi Pendidikan Nilai (Living Values Education) dalam Pembelajaran IPS (Research Pembentukan Karakter Anak di SDN Batang-Batang Daya I), 2016*

optimize *Living Values Education* role as one of solutions in problem solving of children charactereducation. Method aspectof this research is field research was designed by qualitative approach: case research. This research was used observation, interview, research documentation, literature and field note as data collection technique. Then the object of this research is headmaster, lesson teacher and class teacher. The result of this research is to implement and develop character building at SDN Batang-Batang Daya I, there are three programs; routine behavior, spontaneous and model. In order to implement character building at that school so it applied developing strategy into 2013 curriculum and optimize parents role in monitoring every single children activity at home.

The differences among these studies are the object and strategy. The research above was took place in Elementary School and used case research. The focus is about the lesson which is IPS (social) and implementation at school generally. While in the upcoming research, researcher will take focus in English teaching and learning process only. Then the education level is Senior High School.

2. Milad Islami, *Character Values and Their Internalization in Teaching and Learning English at Madrasah*[54].

This research conducted to identify topic central which are character value and their internalization. Method that used was qualitative research without experimental case. The researcher did research at Madrasah Aliyah Negeri 1 Samarinda and the subjects of this research were four students of third year students and one English teacher. By doing observation, field notes, interview guide for teacher and students and teacher's lesson plan, researcher used that as a data. Theory that used was theory from character education released by Ministry of National Education. Result showed that teacher use planning and

[54]Milad Islami, "*Character Values and Their Internalization in Teaching and Learning English at Madrasah*". *Dinamika Ilmu*. Vol. 16 No. 2, 2016

applying without evaluating steps that could be internalized. There were six characters values that occurred during teaching and learning process; independence, hardworking ethos, reading interest, curiosity, democratic attitude, and communicative manner.

The differences among research that going to research are focus, theory and subject point of view. The researcher will use theory of Educators in consultation with the Education Cluster of UNICEF, New York and the Brahma Kumaris World Spiritual University (BKWSU) which is Living Values Education. Subsequently, the researcher simply focuses on the Living Values Education without internalization. Teacher's interview needed without students. Data that will be used is same.

3. Stephen Esrom Masote, *Teachers' Understanding and Implementation of Values Education in The Foundation Phase*[55]

The research was to know the teacher's strategies and methodologies to implement value education at schools. Qualitative approach using case research was chosen as a method. The objects of this research were twelve teachers from four schools. Data used classroom observation and semi-structure then gathered. Teachers interviewed to obtain a deeper understanding of how they comprehend values education. Result of this research is teachers had different perception about values education. They also thought that it was difficult to manifest culture values with values that they were supposed to teach at school. Research recommendation is for the next research, it is better to involve parents or society to help teachers in aiding values education developing.

On the other hand, the future research will focus on Living Values Education, not only examine culture value. Then, the object is teachers at one school, so the researcher will limit the comparison.

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[55]Stephen Esrom Masote, Doctor Degree: "*Teachers' Understanding and Implementation of Values Education in The Foundation Phase*" *(South Africa: University of Pretoria, 2016)*

4. Petr Stika, *The Role of Values in Teaching*[56]

        This research identified the role or important of moral values education in teaching process by Czech teachers. By using anonymous questionnaire, researcher got the data. The objects of this research were fifty respondents from several schools. Respondent criteria was based on types of school; heads of two pre-schools, two elementary schools, two high schools and two universities. The findings of this research were the respondents gave great impact to value and humanities teachers were more prepare to acknowledge the value impact than science teachers and the lower level of education more notice it than university teachers.

        The upcoming research will research the integrating Living Values Education in classroom process and focus on the activities. Difference data will conduct in this research.

5. Sapriya Kokom Komalasari, *Living Values Education in Teaching Materials to Develop Studennts' Civic Disposition*[57]

        This research described the role of living values education in teaching materials and effect on the students of civic disposition. Method that used were mix method; qualitative exploration and quantitative. The research objects were 98 students of civic disposition. The researcher used observation, documentation research, interview, and attitude questionnaire as data. The result were living values education was given in the civic disposition materials such as class distinction and resentment, citizenship ina liberal society, citizenship in a civil society, psychology and citizenship, ideologyand citizens, political participation, citizens under regional autonomy, nationalismof citizens, and global citizens.

        The differences among the next research are the focus, method, and objects. The researcher will focus on the

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[56]Petr Stika, Bachelor Thesis: "*The Role of Values in Teaching*" (Brno: Masaryk University, 2012)

[57]Sapriya Kokom Komalasari, *Living Values Education in Teaching Materials to Develop Studennts' Civic Disposition, 2016*

teaching and learning activities not the materials. For the method, researcher will use qualitative method but using same data. While for the object, researcher will focus on teachers not students.
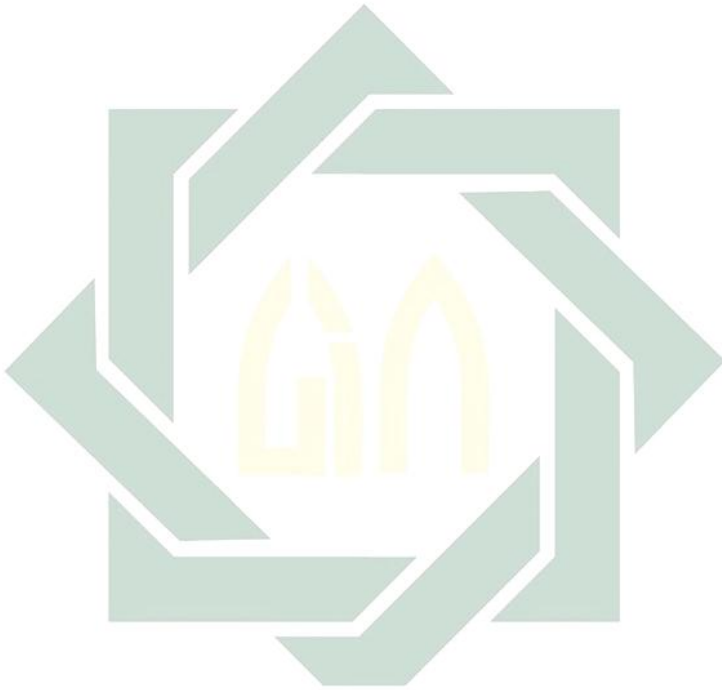
CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

The qualitative method used in this research. Based on Shank, qualitative research is ordered form that is empirical inquiry into meaning. It means that the researcher try to understand how the others make sense based on their experience. Besides, Denzin also stated that qualitative research needs an interpretation and natural setting of the researcher. Moreover, Creswell claims qualitative method is approach that needs descriptive, for instance oral and written from object directly[58].

The researcher used this approach because observation and analyzing are method to know how Living Value Education integrated during teaching and learning process. The observation directly at class and did interview to teachers.

B. Research Subject

The subject of this research is three English teachers of SMA Muhammdiyah 2 Sidoarjo. Teachers there have got character education training. Participants here are someone who have needed information, able to share their experiences or information, involved in phenomenon directly, available to interviewed, and not under pressure[59]. So, the English teachers here become participant.

C. Setting of the Research

1. Place

This research took place at SMA Muhammadiyah 2 Sidoarjo which located in St. Mojopahit 666 B, Celep, Sidoarjo. This school was chosen as the research location because this school as one of the role models school in applying character education.

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[58] Creswell, John, *"Research Design"* (Yogyajarta: Pustaka Pelajar. 2016). 253.
[59] J.R. Raco, *"Metode Penelitian Kualitatif"* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 109

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2. **Time**

This research was conducted on July 9th-10th 2018 while the school starts new semester. So, the researcher observed and did interview on that date.

D. **Data**

There are some data used in qualitative method, such as visual data (photography, film, and video), document data, internet, observation and interview[60]. Qualitative research data can be obtained with many ways: interview, observation, and documentation[61]. To answer the problems, researcher used two types of data, which are primary and secondary data. Primary means word or action in qualitative research while secondary is supporting data such as documentation. Those are explained detail below:

1. **Primary Data**

Primary data is the data that directly obtained by source or first-hand experience. Here, researcher used class observation and interview as data primer. Integrating Living Values Education showed in the process of teaching and learning. The researcher used observation that guided by observation guideline. For the second problem which is about teachers' problem, researcher used interview which supported by interview guideline.

2. **Secondary Data**

Secondary data is data which support your primary data. In this research, documentation of picture during teaching and learning process each class used as secondary data.

E. **Source of Data**

The researcher observed the class during teaching and learning process to gain the integration of Living Value Education in English teaching and learning process and interview of three English teachers to answer the teachers'

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[60]Rowohlt Taschenbuch Verlag GmbH, Reinbek bei Hamburg, *An Introduction to Qualitative Research Fourth Edition Sage*(Hants: Colour Press Ltd) 2009), 219
[61]J.R. Raco, *"Metode Penelitian Kualitatif"* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 111

problems in integrating Living Value Education. The primary data obtained by analyzing twelve characters in Living Value Education by Brakhma Kumaris.

F. Data Collection Technique

Suharmi Arikunto stated data collection technique is ways to collect data by researcher. Data collection technique in qualitative research deals with interview, observation, documentation, and triangulation[62]. Therefore, researcher mentions some data collection techniques of this research more detail as following below:

1. Observation

Observation in qualitative research is involved in the field directly[63]. The aim of observation is to illustrate the real situation of the research. Teaching and learning process at class observed by researcher. It needs several observations each teacher in order to make data valid and the action sensed naturally. The researcher sat at behind of class and did field note and checklist to know how the Living Values Educations was integrated there.

2. Interview

The aim of interview is to know deep information that did not obtained by observation[64]. Based on Esterberg, he divided interview into three types; structured, semi-structured, and unstructured. According to statement above, researcher used semi-structural (open ended) in order to know information deeply and opened. Besides, teachers give more ideas or solution dealing with problem in integrating Living Values Education at class.

3. Documentation

According to Suharsimi Arikunto, documentation is a data collection technique which is about note, transcript, book, newspaper, meeting note, agenda, etc. Here, researcher used picture as documentation.

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[62]Suryana, *"Metodologi Penelitian",* (Universitas Pendidikan Indonesia, 2010)

[63]J.R. Raco, *"Metode Penelitian Kualitatif"* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 112

[64]J.R. Raco, *"Metode Penelitian Kualitatif"* … 116

Table 3.1 Figure of Research Design

No	Research Question	Literature	Subject	Data Collection Technique	Instrument
1	How are Living Value Education integrated in the English teaching and learning process at SMA Muhammadiyah 2 Sidoarjo?	Education Cluster of UNICEF, New York and the Brahma Kumaris World Spiritual University (BKWSU) and core curriculum guide for strengthening morals and values educational in educational intuitive by Dr.Emmanuel Kwaku Senah	English Teachers	Observation Documentation	Observation Guideline
2	What are the problems faced by teachers to manifest Living Value Education in the teaching and learning process at SMA	Thomas Lickona	English Teachers	Interview	Interview Guideline and Audio Recorder

	Muhamma diyah 2 Sidoarjo?				

G. Research Instrument

The instrument of this research is researcher itself. Sugiyono stated that research instrument is consisted of researcher itself but it supported by other Instruments based on research focus. Researcher designed research instrument as following bellow:

1. Observation Instrument (Observation Guideline)

Observation checklist adopted by core curriculum guide for strengthening morals and values educational in educational intuitive by Dr.Emmanuel Kwaku Senah. Data was taken during teaching and learning process. The observation checklist showed by table that contain of variables (number, value, three aspects measurement of Living Value Education, yes no checklist, and note). See in appendix 1.

2. Interview Instrument (Interview Guideline)

The researcher used interview guideline to gain second research question. Three English teachers interviewed by semi-structural or open ended question. In this type of interview, the researcher wants to know specific and deep information[65]. The researcher also used field note in this section to write important information from teachers (informant). See in appendix 5.

H. Data Analysis Technique

The researcher used data analysis technique from Matthew B. Miles and Michael Huberman, they stated there are four data analysis activities; data reduction, data display, and conclusion drawing/verification. It explained more detail below:

1. Data Collection

Data Collection is process to collect data in research location, such as observation, interview, and documentation

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[65]Catherine Dawson, *"Metode Penelitian Praktis",* (Yogyakarta: Pustaka Pelajar, 2010), 31

with correct strategy in order to obtain research data. Researcher collected the data, which are observation and interview. The observation data was taken during teaching and learning process and interview data was taken during break time.

2. **Data Reduction**

According to Sugiyono (2010:338), data reduction is a process to sort an important information and data, focus in main information, create theme or design then discard un-needed data. After all of data were collected, the researcher read and made notes. Then the researcher identified which one is needed and un-needed data.

3. **Data Display**

Data that has sorted was displayed. Display means showing something, which is data. Describing and analyzing data was done in this process. The researcher described and made analyze, started from observation checklist, then interview result. The analyses of data were presented in findings on chapter 4.

a. The Integration of Living Value Education in Teaching and Learning Process

In this research, the researcher collected the data by doing observation rubric of Living Value Education to the English teachers. The researcher analyzed the data by using observation checklist after observing and collecting the data. The observation checklist is adapted from core curriculum guide for strengthening morals and values educational in educational intuitive by Dr.Emmanuel Kwaku Senah.

The data collected from the checklist is analyzed through following steps, which are analyzing the objective learning, suggested learning and assessment of Living Value Education.

b. Teachers' Problem in Integrating Living Value Education in Teaching and Learning Process

After researcher analyzed the objective checklist of Living Value Education to obtain the way teacher integrate it in English teaching and learning process.

The researcher continued to find out the teachers' problem in integrating Living Value Education.

The researcher interviewed three English teachers. The questions of interview are related with problem in teaching values. The type of interview was semi-structured interview.

4. Conclusion Drawing/Verification

After all of processes finish, researcher concluded the data. All of data was interpreted then analyzed to obtain a conclusion.

Data analysis technique cycles shows in this scheme:

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┌─────────────────┐        ┌─────────────────┐
│ Data Collection │  ───►  │  Data Display   │
└─────────────────┘        └─────────────────┘

┌─────────────────┐        ┌─────────────────┐
│ Data Reduction  │  ◄──►  │   Conclusion    │
│                 │        │ Drawing/Verification │
└─────────────────┘        └─────────────────┘
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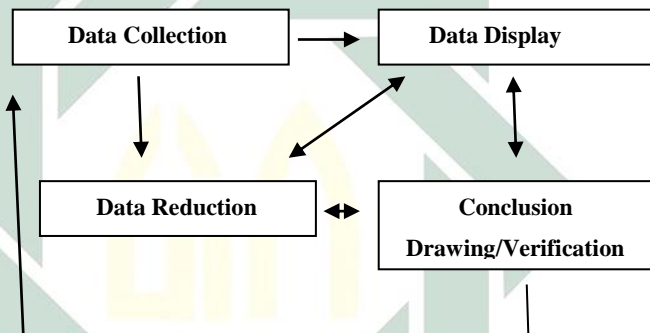
The researcher also used rationale to assign the level of values occurs in the teaching and learning process[66]. It used to analyze and discuss the Integration of Living Value Education. So, here is the rationale level:

1. Very high : Value of Living Value Education extensively integrated during teaching and learning process
2. High : Value of Living Value Education is not integrated as extensively as it is integrated others values during teaching and learning process
3. Moderate :Living Value Education is integrated to lower extent in comparison with other values during teaching and learning process

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[66]Lucila Telles Rudge, M.A., Doctoral Disertation: *"Holistic Education: An Analysis Of Its Pedagogical Application"*(Ohio: Ohio State University, 2008), 42

4. Low   :Living Value Education is integrated occasionally during teaching and learning process
5. Very low   : Living Value Education is integrated rarely during teaching and learning process
6. Never   :Living Value Education is not present.

I. Research Stages

1. First stage is the researcher did preliminary study then designed the research, such as the title, theories, and method. After those were accepted by lecturer, the researcher designed proposal and it was tested.
2. Second, the researcher asked permission to school, which is SMA Muhammadiyah 2 Sidoarjo. After researcher got permission from headmaster, then researcher made appointment with English teacher to do observation.
3. Third, researcher did observation during teaching and learning process to know how the integration of Living Values Education and this observation has already done at five classes with three English teachers in order to make data valid and seen naturally. Documentation and observation guideline are needed in this activity. For second problem, which is teachers' problem answered by doing interview after class or free time. Recording and interview guideline support this section.
4. Fourth, data was processed based on the activities data analyzing technique that has explained above.

J. DATA VALIDITY

There are three methods to ensure accuracy of qualitative method data, which are Triangulation, Member Checking, and Auditing[67]. The researcher used persistence of researcher and triangulation method.

1. Persistence of researcher[68]

The researcher read and analyzed the data repeatedly to present reasonable findings. The researcher found the interpretation consistently with several ways that related with analysis process. It was done by:

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[67]J.R. Raco, *"Metode Penelitian Kualitatif"* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 134

[68] Lexy J. Moleong, *"Metodologi Penelitian Kualitatif",* (Bandung: Remaja Posdakarya, 1991), 3

      a. Did observation clearly and detail for particular factors
      b. Examined observation in detail
      c. Analyzed observation in detail how the finding tentative

2. Triangulation[69]

    This method is validity checking technique that uses other source in order to check or compare data. There are some kinds of Triangulation; source, time, theory, researcher, and method[70].

    In this research the researcher used source Triangulation. This technique used to data validity that related with other sources. Source in this research means observation and interview data from different teacher and class.

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[69] Lexy J. Moleong, *"Metodologi Penelitian Kualitatif"* ... 330
[70] Bachtiar S. Bachri*., "Meyakinkan Validitas Data Melalui Triangulasi pada Penelitian Kualitatif",* Teknologi Pendidikan. Vol. 10 No. 1 April 2010

CHAPTER IV
FINDINGS AND DISCUSSIONS

In this chapter, researcher presents the results of this research, by indicating the findings and discussions that in line with the theory to answer the research questions.

The researcher presents the result of first and second research questions, which are integrating Living Value Education in class activity and teachers' problem to integrate Living Value Education.

A. **Findings**

1. **The Integration of Living Value Education in English Teaching and Learning Process**

The researcher has observed three English teachers in five classes. The teachers identified as teacher A, teacher B, and teacher C. Teacher A taught Class A and class B; teacher B taught class C; and teacher C taught class D and E. The findings are presented begin from teacher A, B, and C. Class activity that as observed starts from opening, main activity, and closing. The instrument of observation and notes are listed in Appendix 1. These are the following explanations of the observation results:

a. The Integration of Living Value Education in Class A by teacher A

On the first observation, teacher A taught material about "Form and Making questions". Class that was observed is X MIPA 3.

Based on three aspects of Living Value Education measurement adapted from core curriculum guide for strengthening morals and values educational in educational intuitive by Dr.Emmanuel Kwaku Senah., which are learning objectives, suggested learning, and suggested assessment; there are eleven values occurred in this class.

The researcher shows the graphic that represents the general finding of integrating Living Value Education. The scale on the graphic is identified by number of aspects that appear. So, the general finding of Living Value Education observation in this class is presented below:
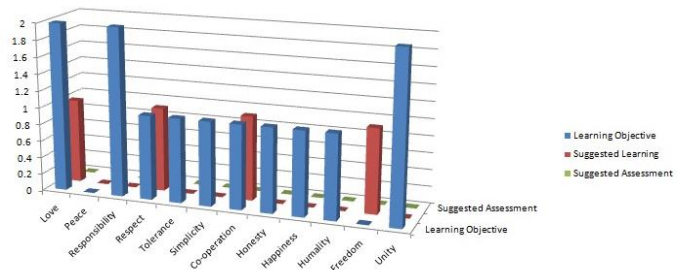
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Figure 4.1 Graphic of Living Values Education that appear in Class A

According to the Figure 4.1, there are eleven values of Living Values Education appear in class A. These values are love, responsibility, respect, tolerance, simplicity, co-operation, humility, happiness, honesty, freedom, and unity. So, the researcher presents the activities as follows:

1) Opening

In the opening section, the teacher said greetings, pray, and reviews the material last meeting, which is about "Form". Here are some values appeared in the opening section:

a. Happiness   : Teacher asked to the students about the absence and told them about how the importance to keep healthy. This activity indicated the value of happiness which is about appreciating the importance of healthy lifestyle in sustaining of happiness.

b. Responsibility   : The teacher always reminder the students about the contract forum that they made in the early meeting. That contract contains of the rules what should they do and do not.. It has function to make the class situation controlled and practice students' responsibility simultaneous, such as using cell-phone, eating, drinking rule at class. This is indicates the responsibility value.

c. Love   : Before the teacher began the lesson, one of the students asked about how to say tourism place in Indonesia in English, for instance Raja Ampat. The teacher told them and also asked

them to love our country. During teaching and learning process, the teacher also called her students like "My lovely student" or *"Sayang".* Besides, the teacher asked the students to say good thing, such as *"Alhamdulillah"* or "Let's say *hamdallah*"

2) Main Activity

There are two activities in this section, which are teacher explained the material and work in pair. Those are values that appeared on it:

a) Teacher explained about how to fill form

Teacher explained to the students about how to fill form. The students were enthusiasm to listen the teacher's explanation. Based on this observation of this activity, there are some values appeared:

Respect : Students listened while their teacher explained the material. The teacher explained and asked to the students, for example like, how to apply a job with form. They discuss how to have good attitude at class o school. By doing these, it indicated the value of respect.

b) Work in Pair in fulfill the form

After the teacher explained the material, students were divided in pairs. They analyzed what type of form that they brought and how to make questions from that form. Based on this activity, researcher found some values appear which are:

(1) Responsibility: Before the students worked in pair, the teacher asked to them about their responsibility. On the last meeting, the teacher asked the students to bring form and she make sure them about the task

(2) Tolerance   : During this activity was going, the teacher gave instruction to cooperate each other, do not fight each other.

(3) Respect   : When the student analyzed the content of the form, and found religion column, the student asked the differences about religion in the foreign countries. So the teacher gave

explanation about the differences between them and asked them to respect all of the diversity.

(4) Cooperation: Teacher used strategy of cooperation by asking them work in pair to fill the form and during this activity, the students should to unit each other while facing the differentiation

(5) Unity : Students asked some problems in doing analysis form. The students asked to their teacher about column like religion, ethnic, nationality, etc. The teacher explained about foreign culture and avoids discrimination and the teacher gave them the example of unity.

c) Making Question

The last activity of this meeting is making questions. Each student made questions based on their own form. Those are some values appeared:

1) Humility : Teacher asked to the students to stay humble and help each other. She told them to help each other.

2) Honesty : Teacher gave advice to students about the importance of honesty in doing this activity. She always says "Please to be honest, I more appreciate a process rather than score". This activity indicates that the teacher priorities the honesty.

3) Simplicity : After the students made questions and collected it to their teacher, the teacher gave appreciation like "Great" "Good Job"

3) Closing

After those activities were done, the teacher close the class by doing summarize and open question session. This are value appeared in this section:

Freedom : In the end of the lesson, teacher always open question session. She said "Before we close our lesson, is there any questions?", it indicated an open ended question activity of freedom value.

b. The Integration of Living Value Education in Class B by teacher A

This second observation conducted at IX IPS 5 grade with material of "Giving Suggestion and Offering". There are ten values occurred. The researcher shows the graphic that represents the general finding of the integrating Living Value Education. The scale on the graphic is identified by number of aspects that appear. So, the general finding of Living Value Education observation in this class is presented below:
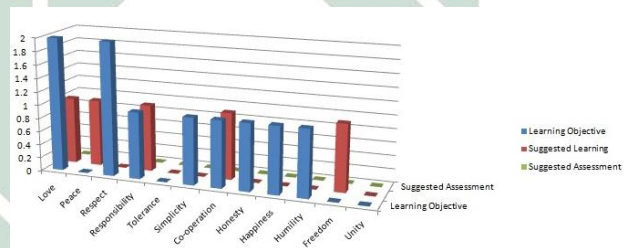

Figure 4.2 Graphic of Living Values Education that appears in Class B

According to the Figure 4.2 above, there are ten values occur. These values are love, peace, responsibility, respect, simplicity, co-operation, humility, happiness, honesty, and freedom. So, the researcher presents it as follows:

1) Opening

As usual, teacher said greetings, pray, and reviews the material last meeting, which is about "Giving Suggestion and Offering". Here are some values appeared in the opening section:

a) Happiness   : Teacher asked to the students about the absence and told them about how the importance to keep healthy. This activity indicated the value of happiness which is about appreciating the importance of healthy lifestyle in sustaining of happiness.

b) Love   : During teaching and learning process, the teacher also called her students like "My lovely student" or *"Sayang".* Besides, the teacher asked the students to say good thing, such as "Alhamdulillah" or "Let's say hamdallah"

2) Main Activity

Teacher reviewed the material last meeting about "Giving Suggestion and Offering", then divided students in group to continue make dialogue.

a) Grouping to Make Dialogue

After the students gathered with their group, they continue to make dialogue about how to give suggestion and offering. Those are some values appeared:

(1) Love   : The teacher gave students advice when the other students who came forward to perform the dialogue. She told "If your friends are talking in front of the class, you must to listen, if you love them". Another activity was shown by students. In the dialogue, students performed the dialogue that showed their affection.

(2) Responsibility: The teacher asked to the students about their task on last meeting to make dialogue. In the field, the students have not finished yet to make dialogue. This indicates that students do not have responsibility to fulfill the task. Then, the teacher asked them to continue it in the class.

(3) Cooperation : Teacher gave students instruction "Please, back to your group and discuss the dialogue. Make a good teamwork".

(4) Humility   : Teacher asked students to help each other in making dialogue

(5) Honesty   : The teacher asked the students about their dialogue text, and all of the students said that they have not finished yet to makes dialogue. The students said honesty to the teacher.

b) Perform Dialogue
   (1) Respect   : When another group came forward, and the class situation was crowded, the teacher said "Student, please keep silent! Zip your mouth".
   (2) Cooperation : This activity indicated a group work and project assignment requiring cooperative effort by making dialogue about giving suggestion and offering.
   (3) Peace   : When dialogue performance, there are two students who fight and crowded, the teacher gave them chance to solve their problems by themselves and told them about the importance of peace in our life.
3) Closing
a. Simplicity   : After the students performed the dialogue, the teacher gave appreciation like "Thank you for your performance. Most of your dialogues are good and excellent. I appreciate you to come forward and practice your confident".
b. Freedom   : In the end of the lesson, teacher always open question session. She said "Before we close our lesson, is there any questions?" it indicated an open ended question activity of freedom value.

Figure 4.3 Students Ask the Question to the Teacher

c. The Integration of Living Value Education in Class B by teacher C

The teacher taught material about introduction in X-MIPA 4 grade. There are eight values occur in this class. The researcher shows the graphic that represents the general finding of the integrating Living Value Education. The scale on the graphic is identified by number of aspects that appear. So, the general finding of Living Value Education observation in this class is presented below:
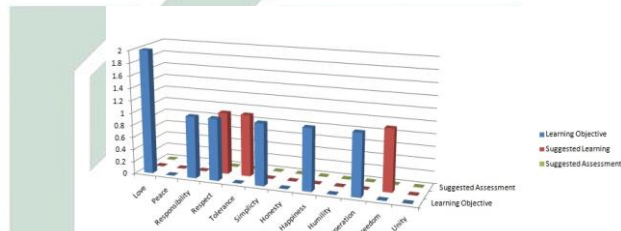

Figure 4.3 Graphic of Living Values Education that appears in Class C

According to the Figure 4.4above, there are eight values occur in this class. These values are love, responsibility, respect, tolerance, simplicity, co-operation, happiness, and freedom. So, the researcher presents it as follows:

1) Opening

Teacher said greetings, pray, and reviews the material last meeting, which is about "Introduction". Here are some values appeared in the opening section:

a) Love   : The teacher introduced to the students about foreign culture. How to ask question to native speaker, because next meeting there is native speaker who visit them. This activity indicates the examination culturally acceptable ways of expressing love in different social context. Another activity is when the teacher asked the students' readiness such as "Are you still sleepy and hungry?" this is the figure out of affection or love

b) Responsibility: Teacher asked students to tidy up their uniform before start the lesson.

c) Tolerance: Talking about native speaker, the teacher explained to their students about diversity of religious in foreign countries.

d) Happiness: Before start the lesson, the teacher checked students' absence. This activity indicates the value of happiness which is about appreciating the importance of healthy lifestyle in sustaining of happiness. Another activity is when the teacher gave jokes to the students while teaching and learning process, and all of the students were laugh.

2) Main Activity

There are two main activities in the main activity, these are teacher explained the material and making questions related with introduction. Those are the values that appeared in this section:

a) Explanation the material about introduction

   (1) Respect   : The teacher asked students to respect with native speaker by giving polite questions

   (2) Cooperation : While he explained the material, he asked to the students to cooperate and be able to face the diversity, because the native's culture, ethnic, religion etc are different

b) Making question related with introduction

   (1) Respect   : By doing discussion, the teacher and students discuss about how to make polite question about foreigner and avoids about diversity

   (2) Simplicity : Teacher put the researcher to come forward and introduced herself before the teacher itself. It indicates that simplicity objective learning, which is putting other first. Another activity is after some of the students came forward to introduce themselves, he gave appreciation to them like "Good job" and also said "Sorry" if the teacher was doing mistake.

3) Closing

    Freedom   : The students could ask everything before the end of lesson, and they were enthusiasm.

d.   The Integration of Living Value Education in Class D by teacher C

    The class is IX MIPA 5 grade and the material was suggestion and dialogue. Values that were occurred are eight values. The researcher shows the graphic that represents the general finding of the integrating Living Value Education. The scale on the graphic is identified by number of aspects that appear. So, the general finding of Living Value Education observation in this class is presented below:
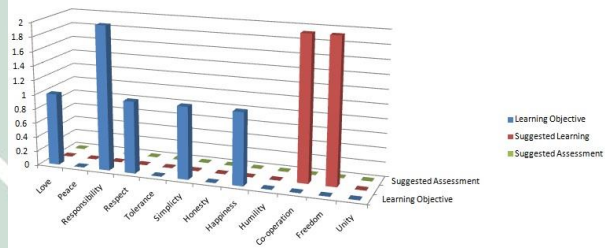

Figure 4.6 Graphic of Living Values Education that appears in Class D

    According to the Figure 4.6above, there are seven values occur in this class. These values are love, responsibility, respect, simplicity, co-operation, happiness, and freedom. So, the researcher presents it as follows:

1) Opening

    a)   Responsibility: Teacher asked to students about the material last meeting which is about giving suggestion and dialogue. It indicates that students still remember and study at home. Another activity is when the teacher asked about class picket. "Who is get picket class today? Class must be clean". It also indicates the students' responsibility to keep the class.

    b)   Happiness   : Before start the lesson, the teacher checked students' absence. This activity indicates the value of happiness which is about appreciating the

importance of healthy lifestyle in sustaining of happiness.

2) Main Activity

There are two main activities in the main activity, these are teacher explained the material and making giving suggestion games. Those are the values that appeared in this section:

a) Teacher explained the material about "Giving Suggestion and Dialogue"

(1) Respect : Teacher asked students to say thank you, she told them how to express say thank you in English while students asked help or suggestion. Another activity is the students also pay attention to listen the teacher while she gave material.

b) Giving Suggestion game

(1) Cooperation: Teacher made group work related with this material. She divided students into 4 big groups and each group should give a problem and the other give the suggestion.

Figure 4.8 Students Come forward to give Conclusion of the Lesson

e. The Integration of Living Value Education in Class E by teacher C

The teacher taught about listening material at IX MIPA 2 grade. Values that occurred were five. The researcher shows the graphic that represents the general finding of the integrating Living Value Education. The scale on the graphic is identified by number of aspects that appear. So, the general finding of

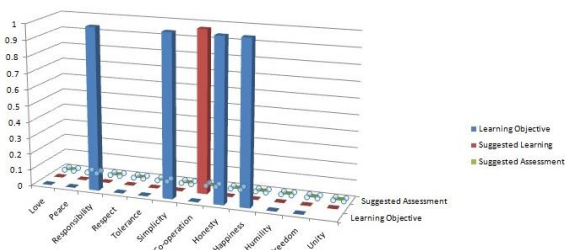Living Value Education observation in this class is presented below:

Figure 4.9 Graphic of Living Values Education that appears in Class E

According to the Figure 4.9 above, there are five values occur in this class. These values are responsibility, simplicity, co-operation, honesty, and happiness. So, the researcher presents it as follows:

1) Opening
   a) Happiness: Before start the lesson, the teacher checked students' absence. This activity indicates the value of happiness which is about appreciating the importance of healthy lifestyle in sustaining of happiness.

2) Main Activity
   There are two main activities in the main activity, these are listening and discussion. Those are the values that appeared in this section:
   a) Listening section
      (1) Honesty   : Teacher asked students to be honest while doing listening section
      (2) Responsibility   : Teacher asked students to believe with their own listening because this activity need more attention and concentration
   b) Discussion
      (1) Cooperation   : After listening section, the answer was discussed in group after break time. This activity is to gain and to discuss the answer together.
      (2) Simplicity   : The teacher gave them appreciation like "Good, you did this listening well".

3) Closing

There is no value appear in the closing section because the teacher directly left the classroom after discuss with her students.

2. Problem Faced by Teacher to Integrate Living Value Education in English Teaching and Learning Process

The researcher accomplished interview of three English teachers during their free time based on Thomas Lickona's theory about pedagogic problem in teaching values. There are two problems faced by teacher when integrate Living Value Education, which are task of building values and students' background. So, here are the details of explanation of each problem:

a. Task of Building Values

Task of building values means how the teacher builds up the character values in the process of teaching and learning, for example like assessment, material, or project. Here is the interview results of three English teachers related that task of building values.

First teacher stated,

> "I make form contract with students on the first meeting"

These agreements are prohibition to use cell phone, eat or drink during the teaching and learning process, and should ask permission when enter and go out from the class.

In addition, for example in teaching narrative material, she always connects it with moral values. Then for the form material like mentioned previously, she gave students point of view that form is useful when you want to apply bank registration, register for job, and others. So, students get information about it.

She rare gives her students task or project that require doing at home. She assumes, it is can minimize the honesty of students. In the interview she said,

> "I give take home task to the students rarely because I minimize the cheating"

There are some reasons why she never give the students assessments are first, she won't burden them at

home. They start at school from 7 A.M until 4 P.M so, it is such as cell phone, they need to charge their energy and the best place to do it is home. Second is, it can minimize the dishonesty of them.

Her treatment while in the class is doing personal approach. If her students moving a lot, she will talk to them private and said,

> *"What do you want? Please respect to your teacher"*

The students feel noticed from their teacher, they keep silent and do the task. She also stated that she never be angry because she respects for students' learning style, like kinesthetic, audio, visual, etc.

Second teacher stated that he faces the problem on giving material, especially in integrating Living Value Education. He said,

> *"I have problem in giving task that integrate Living Value Education or character education itself. It depends on students' background. For example when I game activity,* there is some *students who cheat"*

The second teacher told to the researcher that he relates the material with his own material.

Besides the material, he did not treat his students with special treatment during teaching and learning process. He just treats them as usual, such as gives them advise or suggestion. The second teacher said that let the class teacher handle a whole of individual problems.

The third teacher said,

> *"I usually give class activities like games, ice breaking,, and project. Ice breaking and project. As you see just know, I give material about giving suggestion. I give game related with that material. Indirectly, I integrate character education"*

She also mentioned, sometimes when the class was getting bored, she gave ice breaking and certainly, it can develop the character values indirectly such as spirit, confident,

cooperative, etc. moreover, the third teacher faces problems deal with task building to be able develop students' character because it does not always can be integrated to all of English material.

The character values that are integrated depend on the material itself. First teacher avoid giving home assessment to her students in order to minimize the dishonesty that did by students, but it does not mean she never give task that can develop character values. While, the second and third teacher stated that they find problem during giving task related with Living Value Education, means character values.

In sum up, all of teachers have problems deals with task building in integrating Living Value Education. It caused the material itself. They should be able to adapt between material and character values.

b. Students' Background

Based on interview result, all of teachers stated that students' background has important role in character developing.

The first teacher said that she makes lesson plan about all of the material, but how she integrate the character is conditional. Just let it flows and it integrated without any planning because each student has different character. The first teacher always gives the students advises if they interrupted and complaint, for instance *"Ayo ucapannya!*Let's say *istighfar"* and "If you want to be a kind person, so gather with pious person". It can be shown, how the individual character of student holds the whole of teaching and learning process.

In addition, one of problems deal with this point is the students' attitude. For example is thankful. The first teacher said that,

> "The problem is the students have not accustomed yet to do in their habit such as say thank you to their teachers or their friends. That simple thing is seen as the students' character, not their mathematic or nationality lesson. The difficulty to integrate value is students'

background, so it depends on how the teacher manages the class activity. The teacher should be patient and reminder them again, moreover now is Z generation, the students accustomed instantly not the process"

Figure 4.10 Teacher A gives personal attention to one of student

The second teacher also has same problem deals with students' background. He said that students' background also has big role in constructing character. For example in game activity, the teacher said to his students to be honest, but there is some students did cheating. So, the second teacher gave solution to evaluate everything after the class and repair it on the next meeting.

The third teacher's problem is same, which is students' background. She "Every student has different character. We as teacher should identify each character in order to treat them well based on their character". The third teacher gave solution to handle the problem above with special approach and give more attention to the students. By doing this, students feel noticed by teacher.

To sum up the result of interview, students' background becomes second problem after task building. All of teachers said that each student has different character, so they have be able to integrate values all over the class by different approach.

B. Discussions

In this session, the researcher discuss about the findings and the relation with the theory according to the research questions of the integrating Living Value Education in English teaching and learning process at SMA Muhammadiyah 2 Sidoarjo. First research question, researcher uses theory from educators in consultation with the Education Cluster of UNICEF, New York and the Brahma Kumaris World Spiritual University (BKWSU)[71] to determine the integrating Living Value Education and for the second research question, researcher uses theory from Thomas Lickona about problem in teaching value[72].

1. The integrating Living Value Education in Teaching and Learning Process

a. The researcher found all values integrated in teaching and learning process well. Living Value Education has twelve pillar characters, which are Co-operation, Freedom, Happiness, Honesty, Humility, Love, Peace, Respect, Responsibility, Simplicity, Tolerance, Unity[73]. This program's approach is experimental, participatory and flexible. This is allowing based on the varying cultural, social and circumstance[74]. This statement is in line with the observation result.

b. Students also feel the impact of integrating Living Value Education by their teachers slowly. For example in activity of forum contract, the students obey those contracts. If they want to drink in the class, want to go to toilet, or using cell-phone, they ask to their teacher.
In the outside of the class, the students give greeting and bow their body to teacher. By receiving advice like to be honest, how to say thank you, how to stay humble

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[71]Association for Living Value Education (A.L.I.V.E) International. *"Living Values Education Approach",* 2016

[72] Thomas Lickona*, "Characters Matters"*

[73] Christopler, Drake*,"Values Education and Life-Wide Learning".* (Paper presented for the sixteenth annual conferences of The Hong Kong Educational Research Association, Hong Kong, 1999), 2

[74] Christopler, Drake*,"Values Education and Life-Wide Learning" ... 2*

and discipline while using uniform, the students tried to accustomed it in their daily activities.

Teachers integrated the Living Value Education depend on some factors, which are the material and the activities, because the basic values of life (living values) of students and make connections between their moral knowledge and their application in the lives of students as members of families, communities, and citizens of the country are the living value-based teaching material[75].

On the other hand, there is value which integrated different with rubric, such as happiness. Second teacher gives jokes frequently during teaching and learning process and it makes all of students happy and laugh.

General result the integration of Living Value Education in five classes is presented in percentage to simplify the interpretation.
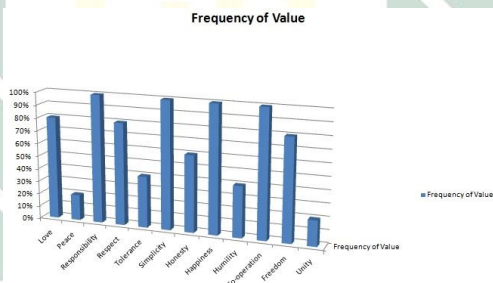

Figure 4.11 Frequency values that appear in five classes

According to the figure 4.11, the researcher found values that integrated very high, high, moderate, low and very low based on scale of Lucila Telles Rudge, M.A., on her Doctoral Disertation: "Holistic Education: An Analysis Of Its Pedagogical Application". Based on figure 4.11 above, values that mostly occur are responsibility, simplicity, co-operative, and Happiness with 100%. Then, it is followed by other values, which are love, respect, and freedom with 80%, values of

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[75]Sapriya, Kokom K, *"Living Values Education in Teaching Materials to Develop Students' Civic Disposition"*, (The New Educational Review, 2016), 108.

honesty is 60%, while tolerance and humility re 40%, and the last is value of unity with 20%.It can be conclude that values with very high frequency are responsibility, simplicity, co-operative, and happiness; values with high frequency are love, respect, and freedom; value with moderate frequency is honesty; values with low frequency are tolerance and humility; the last is value with very low frequency is unity.

The researcher summarizes the integration of Living Value Education through observation conducted all of classes. This research finding is different with *Teachers' Understanding and Implementation of Values Education in the Foundation Phase*[76]byStephen Esrom Masote. His research finding indicated that teachers were difficult to manifest culture values with values that they were supposed to teach at school. It is significant different with the integration of Living Value Education in SMA Muhammadiyah 2 Sidoarjo. Here, the Living Value Education is integrated well. This is the details explanation of Living Value Education discussion:

1. Simplicity

This value deals with how to give appreciation in simple things. All of teachers always integrate this value because it is very capable to integrate in all of activities or material. According to the observation, teachers appreciate their students after the students did their task or performed or teachers also ask apologize if they are wrong. It shows by teachers' utterances. The examples are showed below: "Good job", "I am very happy to see you guys", "Thank you for your performance, most of the dialogue is good, excellent", "You tried to be confident to come forward", "Correct!", "Great to teach you today", "I am so sorry students".

This result is in line with the definition of simplicity that defined by Neil Hawkes. He stated, simplicity is natural, putting other first, and appreciating at small things in life[77].

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[76]Stephen Esrom Masote, Doctor Degree: "*Teachers' Understanding and Implementation of Values Education in The Foundation Phase*" *(South Africa: University of Pretoria, 2016)*

[77]Neil, Hawkes*, "Being A School of Excellence, Value-based Education*", (Oxford: Oxfordshire County Council Education Service, 2001), 14

Giving appreciation to students has a big impact to their response and acceptance. It can give them stimulus and enhance their learning desire.

According to the result, teachers also appear gratitude. Gratitude itself is one of the appreciation aspects. Gratitude aspect of appreciation refers to noticing and acknowledging a benefit that has been received, whether from another person or a deity, and feeling thankful for the effort, sacrifices, and actions of an "another"[78]. Simplicity can be integrated not only with utterance but also the activities like discussion, outdoor activity, drama, games, or writing poem. Yet, in this situation this value appears by the teachers' utterance.

2. Responsibility

Responsibility value appears frequently in this observation. Teachers always integrate this value to ask the students' responsibility for instance doing task at home or studying the material. Responsibility has meaning an attitudes and behaviors of a person to perform duties to self, society, environment (natural, social, and cultural), country, and God almighty[79]. This definition is in line with the observation result. Teachers customize the students' responsibility by asking the material on last meeting and students' readiness to receive the material by studying material before.

To be a successful learner, students need to do three things; they need to learn what they want to do, they need to learn content, and they need be able to get it by themselves[80]. Those are academic skills and responsibility concludes on it. This value is easy and capable during the class activity and no need particular material to be integrated.

3. Love

This value appears 80%, means only one class that did not integrate it. In the Class E, teacher did not show this value

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[78] Mitchael G.Adler and N.S. Fagley, Doctoral Dissertation: *"Appreciation: Individual Differences in Finding Value and Meaning as a Unique Predictor of Subjective Well-Being",* (New Jersey: Rutgers University, 2005), 83

[79] Sapriya, Kokom K, *"Living Values Education in Teaching Materials to Develop Students' Civic Disposition",* (The New Educational Review, 2016), 108.

[80] Anjali, Hazri. *"Student must take responsibility for their own learning",* (m.scmp,com south China morning post, accessed on October 17, 2014)

because the class was done the listening quiz, so the class was silent. This value mostly occur by utterance, either by teacher and students, while in this situation like quiz or test, this value was not occur. Love value can be integrated in discussion and saying activities. Here are the examples of activities based on the observation Calling the students with "Sayang", "Dear", or "My lovely student", Introducing the religion differences and how to expressing their love, and Introducing the beautiful of Indonesia and loving a nation

Dr.Emmanuel Kwaku Senah stated in his book of "Core Curriculum Guide for Strengthening Morals and Values Education in Educational Institutions", love value is examining the culturally acceptable ways expressing love in different context, loving country, and identifying things like saying. Based on those definitions, the teachers have been integrated in their class. They do believe, by calling students with sweet nicknames or saying and giving them how to express love, students get stimulus to loved and indirectly it create warm and good atmosphere during teaching and learning process.

4. Respect

Respect appears with 80%. According to Neil Hawkes, respect is listening to other. The teachers always teach students to respect; it can be shown by some activities like teachers ask students to give attention to the speaker, say thank you to someone help us, admonish when students did impolite things, and others. Teachers emphasize this value because they think that respect will ensure students to develop their relationship among family, friends, teachers, and society.

5. Co-operation

This value needs material and activity that emphasize teamwork. Based on Neil Hawkes, co-operation is helping one another, working together with patience, and collective effort to reach goal[81]. Co-operation appears in group activity (games and task) and strategy used by teachers. This value appears in this observation with 100%, means that teachers integrate this value either in group or individual and pair activity.

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[81] Neil, Hawkes, *"Being A School of Excellence, Value-based Education"*, (Oxford: Oxfordshire County Council Education Service, 2001), 14

All of the co-operation activities are congruent with the definition above. Teachers combine students in group, or individual and pair activity in order to make them work and solve the task together.

6. Happiness

Happiness is an action that shows a sense and enjoyment and it also about how to appreciate health and lifestyle in sustaining a life of happiness[82]. This is in a line with activities that appeared in the class. Teachers frequently ask about the students' absence and their health for example like ask the students' readiness to receive the material after break time. It can be shown, percentages of this value is 100%. Sometimes teacher B gives jokes during teaching and learning process in order to make his students enjoy. If the students enjoy when join the class, indirectly students be able to receive the materials easily and feel getting closer and comfortable with their teachers.

7. Freedom

Freedom occurs with 80% based on the observation result. The teachers integrate this value by giving students freedom to ask during the class or in the end of class. This value can be integrated by some activities like debates, discussion, open-ended questions or others. The result shows that teachers frequently give students chance to ask. Yet, this value did not appear in listening section.

8. Honesty

Honesty appears with 60%. Based on Kokom Kumalasari, honesty is behavior that is based on attempt to make students as person who always believes in words, actions, and work. This value appears with discussion and utterance by teachers. The teachers ask students to do the task individually, no cheating, and sometimes give them advices to be honest. This is in line with the definition above. Teachers tried to give them point of view that process is more important rather than result.

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[82] Sapriya, Kokom K, *"Living Values Education in Teaching Materials to Develop Students' Civic Disposition"*, (The New Educational Review, 2016), 111

9. Tolerance

Need particular material to integrate this value. Tolerance is attitudes and actions that respect differences in religion, race, ethnicity, opinions, attitudes, and others that are different from themselves[83]. This value appears in the result about 40%. It must be integrated in all of materials but based on the results only three classes occur tolerance by doing discussion. They discuss about the differences of religion in Indonesia, the culture, ethnicity, etc. This is in line with the definition above. The researcher sees how this value is one of important values that must be integrated in class.

10. Humility

Humility is accepting everyone, self-esteem, and courage[84]. Based on rubric, this example activity deals with this value are drama, leadership skills, or analysis, but the researcher found this value that integrated by saying and habit, like teacher ask students to stay humble and do not arrogant. It indicates that not all values can be integrated in activity, but also habitual.

11. Peace

Peach has meaning having positive thought for my-self and others[85]. Based on result, this value appears only in one class, means 20%. It can be shown by discussion activity. Teacher A separated two students who fight. She gave them point of view how the important of peace. So, teacher gave them positive thought that it was bad thing. This value appears when the class crowded and students fight or got problem. The teachers should have capability to share and invite students to grow peace value.

12. Unity

Unity appears only 20%. Based on Neil Hawkes, unity is togetherness, collective strength and harmony, or personal commitment. It is shown when teacher A gave advised to the

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[83]Sapriya, Kokom K, *"Living Values Education in Teaching Materials to Develop Students' Civic Disposition"* … 110

[84] Sapriya, Kokom K, *"Living Values Education in Teaching Materials to Develop Students' Civic Disposition"* … 110

[85]Neil, Hawkes, *"Being A School of Excellence, Value-based Education"*, (Oxford: Oxfordshire County Council Education Service, 2001), 15

students about how to respect each other and avoid disagreement.

SMA Muhammadiyah 2 Sidoarjo has not used Living Value Education. The teachers also know Living Value Education with another name of character education. This school uses PPK (Penguatan Pendidikan Karakter) by Indonesia Ministry of National Education which has five characters: Religious, Nationalism, Independent, Cooperation, and Integrity[86] in the teachers' syllabus and lesson plan.

According to the observation, researcher found almost all values of Living Value Education have been integrated during teaching and learning process. Indirectly the teachers integrate Living Value Education in many kinds of activities.

The aim of Living Value Education, which has been mentioned in theoretical framework, has the similarity aim with PPK. The aims of PPK are[87]:

1. Refund the character education as soul and foundation through emotional manner, body manner, intellect manner, and taste manner.
2. Revitalize and strengthen capacity of educational ecosystem (principal, teachers, students, staff and committee)
3. Build the involvement relationship of society as learning source in or out of the school.

The aims above are integrated in the twelve values of Living Value Education. So, the aims of Indonesia Ministry of National Education are in line or have similarity with Living Value Education. So, most values of Living Value Education are integrated well by the teachers. The integration of Living Value Education covered not only in teaching and learning activity, but also as a habitual.

English as a foreign language surely has aims[88], which are:

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[86]Kementrian Pendidikan dan Kebudayaan RI, *"Konsep dan Pedoman Penguatan Pendidikan Karakter"*, (Jakarta: TIM PPK Kendikbud, 2016), 9

[87]Kementrian Pendidikan dan Kebudayaan RI, *"Konsep dan Pedoman Penguatan Pendidikan Karakter"* … 16

[88]Tri Ilma Septiana, *"Implementasi Pendidikan Karakter dalam Pembelajaran Bahasa dan Sastra",* (IAIN Sultan Maulana Hasanuddin Banten), 2016

1. Having awareness because English helps to compete with global citizen
2. Developing learners understanding about relationship between language and culture

By integrating character in English teaching and learning process, teachers also introduce and develop the culture by English, such as how to say thank you, how to love our country, how to respect and tolerance to others, etc. The teachers feel the impact of the integration of Living Value Education to their students. They more respect each other; learn to discipline and to be honest, etc. It indicates that Living Value Education has impact to the students if teachers be able to integrate it in the class. So, school especially class are able to influence the development of students' character.

Each teacher has their own way to integrate the character education during teaching and learning process because the teachers have own personality. Haenilah said that, "teachers as educators whose sole responsibility is to teach, has personality characteristics which are influential to the success of human resources' develop

ment". So, teachers also have their own characteristic same as students.

2. Teachers' Problem in Integrating Living Value Education in Teaching and Learning Process

Based on Thomas Lickona theory about problem in teaching value, the researcher did not find significant problem in strength and quality. Although the teachers know Living Value Education as character education; it does not mean they did not integrate those values. The teachers had finished join character education training. So, the quality of teachers to teach and integrate Living Value Education is not being doubted again because the teachers integrated those values in the teaching and learning process indirectly.

The teachers also do not have significant problems in integrating character based on school as environment. By the excellent achievement of this school to develop character education, it means that all of factors encourage this achieving for instance teacher and school staffs. They

support for the school activities related with character education. Besides the classroom activities, mostly religious activities arranged as school programs and it proved by the students' feedback. Teachers' and staffs' role also want their students to make an impact in the world they live in[89].

For the task building, the teachers faced the problem because not all of materials can be integrated with values of Living Value Education. It depends on how the teachers build up and bring the activity related with value and it can be received well by students.

Students' background also becomes the problem faced by teachers to integrate Living Value Education. This problem did not mentioned in Thomas Lickona's theory. Researcher found this problem by doing interview with teachers. According to Garry, he categorizes individual differentiation into these characters:

1. Physic   : Age, high, weight, gender, etc
2. Social   : Economy, Religion, Family, Ethnic group
3. Personality: Character, attitude, talent
4. Inelegancy and basic competence
5. Mastering the lesson individually

These factors become the students' background that influences their character receiving in the class or school. So, teachers must know their background first before teachers give and integrate the characters in the material

The probably solutions regarding with these issues are evaluating the material, working together between teacher and students because they have different characters, and sharing with other teachers to solve the problem. Thomas Lickona also stated on his theory that government has big role to help and support the integrating of Living Value Education in teaching and learning process either school activity.

All of components above which are the quality and strength, school as environment, and task building should be have good coordination and cooperation. If one or two components run well while another is not, the integrating

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[89]Tom, Farr, *"The Importance of Environment in Education",* Udemy (blog,udemy.com, accessed on June 10, 2014)

Living Value Education can be said has not accomplished yet. It deals with Thomas Lickona theory that all o components should take contribution to integrate Living Value Education.
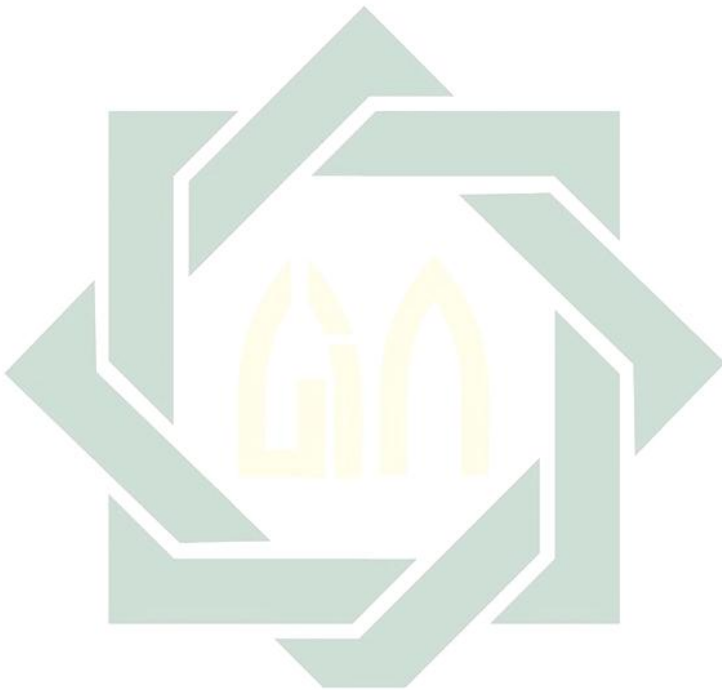
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

According to the research findings and discussions; it is concluded that Living Value Education is integrated by class activities. In another hand, the teachers also have problems during integrating Living Value Education.

1. The integrating Living Value Education n class activity

Most Living Value Education is integrated well in teaching and learning process.

a. Opening

Values that appear in the opening are Happiness, Responsibility, and Love. The activity that integrates happiness is when the teacher asked students absence. While the integrating activity of Responsibility is when the teacher asked to the students about their readiness to receive the material and asked about the material last meeting. Activity that integrates love value is when the teacher called students like "My lovely students".

b. Main Activity

Values that appear in main activity are Respect, Tolerance, Cooperation, Humility, Honesty, Peace, Unity, Responsibility, Love, and Simplicity. The activities that integrate Respect values are when the teacher explained to the student about diversity and students also respect to the teacher when he or she teaches by giving attention. While tolerance value was integrated when the teacher explained about the diversity and culture differences between native speaker or foreign country. Value of Cooperation is integrated when the teacher made group, pair, and game activities. Humility value is integrated when teacher always tell to the students to be humble and help their friends. While Honesty value is integrated when the teacher asked students to do listening by themselves and giving advice to be honest. Activity that integrates Peace value is when the students fight each other during group discussion, and the teacher told them to unit and did apologize. While for Responsibility, the activity that

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integrates is when the teacher asked students about their task before or making dialogue in the last meeting and present it in the next. The activity that integrates Love value is when the teacher and students showed their affection in the material of dialogue. The last is activity that integrate Simplicity value is during teaching and learning process, teacher also appreciate students, like "Good Job", "Nice", etc.

c. Closing

Values that appear in the closing are freedom and simplicity. The activity that integrates freedom value is open ended question in the end of class, while simplicity value was integrated when the teacher gave appreciation to the students, like "Great to teach you today".

2. Teachers have problems while integrate Living Value Education in teaching and learning process.

Teachers have two main problems when integrate Living Value Education in teaching and learning process. Those problems are task building values and students' background. Teachers have limit to integrate Living Value Education depend on the material. Not all materials can be integrated by all values of Living Value Education, but some values occur in the teaching and learning process. The second problem is students' background. Even though the teachers try to familiarize the habitual and integrate Living Value Education, the students must receive that feedback. Not all students are able to receive those treatments because they have different background, such as family, society, etc.

B. **Suggestion**

According to the conclusion and notice the limits of researcher, so researcher has suggestions for:

1. Teachers

In this research, teachers have already integrated Living Value Education. Most of teachers in other schools also had joined the character education training, so they should to hand over those values or character in the teaching and learning process. Then, teachers should evaluate and give suggestion each other to support this program.

2. School

Besides teacher, school has become the main role to integrate character education by many activities and programs. So, between teacher and school have contributions.

3. Government or Indonesia Ministry of Education

During this time, government has already made good program or curriculum that integrates character education. Beside these programs integrated in the lesson, it is much better to make additional time or subject which focus on character education developing and strengthening.

4. Students

Students need character education in the school especially in the class to develop their good behavior and attitude. So, students should to do well during teaching and learning process and implement those values in their society.

5. Other researcher

The researcher focuses in the class aspect of integrating Living Value Education. So, if there is other who will conduct with same topic of this research, it is much better if other researcher to expand the topic for the school aspect and probably can focus and discuss deeply for particular value.

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