

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

This chapter the researcher would like to present the findings and discussion of reseach. The data collected from the interview, observation, and dokumentation which discussed based on thoery concept from the previous chapter. This chapter is presented based on the reseach focusses stated in the first chapter. In this section the researcher discuss about The Implementation of *Pesantren* Character Education in English Learning at MA 2 Annuqayah Guluk-Guluk Sumenep. In this case the researcher want to be focus on The Implementation of Character Education in English Learning.

A. Finding of Research

The researcher would like to give the result of the implementation character education in English learning at MA 2 Annuqayah. Before collecting the data in the classroom, the researcher asked permission to the principle to do observation in this school. After that, the researcher also asked permission to the teacher who teach in the classroom. The researcher had three data, namely; data, gotten from observation, interview and documentation. From observation, the researcher got data about the activities at the classroom that done by the teacher. From interview, the researcher obtained the data about the teacher's activity of the

implementation of character *pesantren* education in English learning and about the urgency of the *pesantren* character education in English learning.

In this part, the researcher would explain the finding of researcher's focus about the implementation of *pesantren* character education in English learning at MA 2 Annuqayah Guluk-Guluk Sumenep. In collecting the data, the researcher took the result from the documentations, observation, and interview when the English teacher has leisure time in the school.

The researcher conducted the research on 12th May 2022 for collecting documents such lesson plan, syllabus, the lesson time table, and also student's handbook. The observation conducted twice on Saturday, May 12th and 19th 2022 based on the schedule. And also the interview held on May 12th, 14th, 19th and 23th 2022.

1. The Implementation of *Pesantren* Character Education in English Learning at MA 2 Annuqayah Guluk-Guluk Sumenep

The researcher did the first observation on 12th May 2022. Started at 07.00 until 12.00. The researcher came to MA 2 Annuqayah Guluk-Guluk Sumenep to observe the student activity such as; recite yasin, attended dhuha prayer, dzuhur prayers in congregation at school, apart from that, students are also encouraged to always shake hands with the

teacher before and after English lessons and advise students who violate school rules.¹

The researcher did the second observation on 19th May 2022. The researcher came to MA 2 Annuqayah Guluk-Guluk Sumenep to observed activities in the classroom when the teacher used the implementation of *pesantren* character education in English learning. The researcher entered the class and sat at the back of the class. Started at 11.00 until 12.00. Researchers saw that English language teachers develop character education in students by the verbal explanation. learning at MA 2 Annuqayah is carried out in theory and practice using methods, sorongan, weton or bandongan.²

The implementation of *pesantren* character in English learning with the formation of *pesantren* character carried out by teachers in the classroom and outside the classroom is one of the efforts to strengthen the character of students in schools. Teaching and learning process activities when using *pesantren* characters in English learning. Based on observations in the teaching and learning process, learning at MA 2 Annuqayah is carried out in theory and practice using methods, sorongan, weton or bandongan and habituation.

¹ Observed, on 12th May 2022 at MA 2 Annuqayah Guluk-Guluk Sumenep.

² Observed, on 19th May 2022 at MA 2 Annuqayah Guluk-Guluk Sumenep.



Picture 1: Observation in the Class.

The sorongan method is a classical model method and it is this method that is first applied or given to students. In the implementation of the learning process, the teacher gives time to students to open the book and learn the material. After that the wetonan or bandongan method is the most important traditional method in *pesantren*. This method is done by the teacher reading and then translating and explaining, while the students record the points that the teacher explains. And the last the exemplary of habituation that is carried out every day, this habituation method aims to make students behave commendably, disciplined and study hard, sincere and honest and responsible for everything done. Teachers are a process of habitual cultivation. Habituation provides benefits for student because habituation acts as a gave effect on students continuously, students will be accustomed to behaving with moral values inside or outside the classroom. In addition, habituation must also make students form gentle morals to achieve moral values. Meanwhile, in MA 2 Annuqayah habituation activities are carried out every day such as recite yasin, dhuha prayer, and dhuzur prayer.



Picture 2: Observation yasin together.

The implementation of character *pesantren* education it self is the most important aspect because it teaches religious norms, morality and other norms. Understanding and acting according to applicable norms makes the younger generation strong characters. Where this character is very important for the development and progress of a nation. As is the case at MA 2 Annuqayah Guluk-Guluk Sumenep, where there are several character education values instilled by English teachers in students, including the following:

a. Religious Character Values

Religious values are character values in the relationship with God Almighty. Where religious values relate to thoughts, words and actions that are always based on divine values and religious teachings. Based on interviews conducted by researchers with the Headmaster of MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

“Most students attend recite yasin, dhuda prayer and dhuzur prayers in congregation at school because it is obligatory. Likewise with shaking hands with the teacher before and after class time. Not only when in class are students taught to shake

hands with the teacher, but when they pass by the teacher, students are also taught to shake hands. But it comes back to the character of each student himself. There are students who do this, there are also those who are indifferent when they pass by teachers outside the classroom. And before and after class time, students are also guided to pray before class starts and after class ends, especially in English subjects”.³

The same thing was also expressed by the English Teacher at MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

“Most of the students at MA 2 Annuqayah Guluk-Guluk Sumenep have quite good religious values, such as attending recite yasin in the morning, dhuda prayer and dhuzur prayers in congregation at school, shaking hands with teachers, and reciting prayers before and after class time. However, there are a small number of students who do not follow the rules given by the teacher. This is caused by internal factors or oneself, namely laziness or external factors, namely factors that influence from outside, such as bad relationships with friends”.⁴



Picture 3: Interview with the teacher.

The same thing was also expressed by several students at MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

³ Direct Interview with Mastura S.Ag as an Principle of MA 2 Annuqayah Guluk-Guluk Sumenep, Direct Interview, (12 May 2022)

⁴ Direct Interview with Subli, English as an Teacher of MA 2 Annuqayah, (12 May 2022)

“We attend recite yasin in the morning, dhuda prayer, dhuzur prayers in congregation at school, shake hands with teachers before and after class time, recite prayers before and after class time.”⁵

This was also said by another student at MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

“Yes, we always take part in recite yasin together in the morning, dhuha prayer and dhuzur prayers in congregation at school, apart from that, we also shake hands with the teacher before and after class time, recite prayers before and after class time”.⁶

From several of the informant's statements above, it can be seen that most of the MA 2 Annuqayah Guluk-Guluk Sumenep students have good religious character values, such as recite yasin praying dhuda and dzuhur prayers in congregation at school, shaking hands with teachers, and reading prayers before and after the learning process. especially English subjects.

b. Honest Character Values

The value of honesty is behavior that is based on efforts to make oneself a person who can always be trusted in words, actions and work both towards oneself and others. One of the values of honesty can be seen from the attitude of honesty towards the teacher when doing questions or homework (PR). As quoted from an interview with the Principle of MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

⁵ Direct Interview with Faizul Umam, Student of MA 2 Annuqayah, (19 May 2022)

⁶ Direct Interview with Syaiful Bahri, Student of MA 2 Annuqayah, (19 May 2022)



Picture 4: Interview with the Principle

“Character formation must be accompanied by the cultivation of good morals in accordance with the guidance of Islamic law, especially honest attitudes, this is the main capital to gain trust from friends, parents, teachers and the community. Most students do their homework, there are only some who don't do it. because it is caused by factors from the student, such as: being lazy or forgetting to do homework, usually male students rarely do homework. They also always answer test questions honestly because there is a teacher who supervises them”.⁷

The same thing was also expressed by the English teacher at MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

“Most students in English subjects work on questions honestly, although some students are sometimes caught cheating from other friends or making their own cheat sheets. And to do homework, most students do it at home but there are also those who do it at school”.⁸

This was confirmed by several students at MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

“I do my homework but sometimes there are other friends who don't do their homework and end up cheating on friends who have done their homework. And to do the test questions, I didn't cheat because in each test there was a teacher who supervised me”.⁹

⁷ Direct Interview with Mastura S.Ag, as an Principle of MA 2 Annuqayah, (14 May 2022)

⁸ Direct Interview with Subli as an English Teacher of MA 2 Annuqayah (14 May 2022)

⁹ Faizul Umam, Student of MA 2 Annuqayah Guluk-Guluk Sumenep, Direct Interview, (19 May 2022)

This was also said by another student at MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

“For homework, I often do homework, there are only a few friends who are still doing it at school and cheating on friends who have done their homework.”¹⁰

From several of the informant's statements above, it can be seen that cultivating honest values is very active in shaping student's character. By providing guidance, an honest attitude will become a habit and turn into a personal character of the student himself.

c. Discipline Character Values

The value of disciplined character is one of the rules and regulations at MA 2 Annuqayah Guluk-Guluk Sumenep. Discipline is also an action that shows orderly behavior and compliance with various rules and regulations. Discipline during the learning process and discipline when going to school, and so on. The discipline of teachers and students at MA 2 Annuqayah Guluk-Guluk Sumenep is quite good and running optimally. As the Principle of MA 2 Annuqayah Guluk-Guluk Sumenep said:

“A teacher must provide a good example to his students. Therefore, being a teacher should not underestimate time discipline. Ideally, before a teacher orders his students to be disciplined, a teacher must first set an example for his students, namely by always arriving on time too. Students at MA 2 Annuqayah Guluk-Guluk Sumenep always arrive on time and dress neatly because this is a rule that all students at

¹⁰ Syaiful Umam, Student of MA 2 Annuqayah Guluk-Guluk Sumenep, Direct Interview, (12 May 2022)

MA 2 Annuqayah Guluk-Guluk Sumenep must obey. Although there are some students who sometimes do not comply with these rules, and if there are students who do not comply with school rules, the teacher is obliged to reprimand them properly”.¹¹

The same thing was also expressed by the English Teacher at MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

“Students at MA 2 Annuqayah Guluk-Guluk Sumenep have implemented the value of discipline, because discipline itself is part of the school regulations. If they violate these regulations they will receive sanctions and warnings from the teacher, therefore they always come on time and dress neatly. It's just that there are a small number who still violate it”.¹²

Researchers also conducted interviews with several students at MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

“We come to school on time because that is a rule that must be obeyed, if a student is late they will receive sanctions. Likewise with the issue of neatness in dressing, we always dress neatly”.¹³



Picture 5: Observation in the class.

The same thing was also said by another student at MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

“When we come to school, we always come every time because it is a rule that students must obey, if there are still

¹¹ Direct Interview with Mastura S.Ag as an Principle of MA 2 Annuqayah, (14 May2022)

¹² Direct Interview with Subli English as an Teacher of MA 2 Annuqayah, (19 May 2022)

¹³ Direct Interview with Faizul Umam as an Student of MA 2 Annuqayah, (19 May 2022)

students who are late they will receive sanctions from the teacher".¹⁴

From several informant statements above, it can be seen that teachers are the spearhead of success in learning, teachers are also models in the classroom for their students, especially English teachers. For this reason, an English teacher must be able to provide a good example to his students both in terms of words and actions, as well as the value of disciplinary character.

Based on the data presented above, the researcher obtained research findings regarding the implementation of Islamic boarding school character education in English language learning at MA 2 Annuqayah Guluk-Guluk Sumenep, including the following: a). Religious character values which are actions related to thoughts, words and actions based on divine values and religious teachings, such as: students are always encouraged to pray midday prayers in congregation, shake hands with the teacher, and recite prayers before and after the English learning process ; b). The value of honest character lies in bulding trust through consisten and trustworthy words and action, fostering strong relationships and integrity in personal and professional interaction. One of the values of student honesty can be seen from their honest attitude towards their teacher when working on questions and other assignments; c). disciplined charcter holds significance in demostrating orderly behavior and andherence to rules, the learning process and outside the classroom.

¹⁴Direct Interview with Syaiful Bahri, as an Student of MA 2 Annuqayah, (19 May 2022)

2. The Urgency to Implementation of *Pesantren* Character Education in English Learning at MA 2 Annuqayah Guluk-Guluk Sumenep

The urgency of implementing of *pesantren* character education in English learning at MA 2 Annuqayah Guluk-Guluk Sumenep generally *Pesantren* character education in learning English in schools has great importance in forming individuals who are not only proficient in English, but also have strong moral and spiritual values: including the following:

a. Character holistic development

Character Holistic the English Teacher at MA 2 Annuqayah Guluk-Guluk Sumenep *pesantren* character education in english learning to develop student's character education, as an excerpt from his interview said:

“*Pesantren* character education involves holistic aspects, Holistic character development, not only focusing on language knowledge, but also good character building, making students responsible and high moral individuals”.¹⁵

A similar thing was also expressed by the Headmaster of MA 2 Annuqayah Guluk-Guluk Sumenep, who said that:

“Holistic character development involves attempting to shape all aspects of a person's personality, including moral, social-emotional and spiritual dimensions. Holistic character development aims to create individuals who not only have expertise and knowledge, but also have a balanced, ethical personality, and contribute positively to various aspects of life”.¹⁶

¹⁵ Direct Interview with Subli, as an English Teacher of MA 2 Annuqayah, (12 May 2022)

¹⁶ Direct Interview with Mastura S.Ag, as an Principle of MA 2 Annuqayah, (14 May 2022)

The results of the interview were confirmed by the results of observations made by researchers at MA 2 Annuqayah Guluk-Guluk Sumenep regarding holistic development with the student's, pesantren characteristics in English learning in schools can include various aspects, such as student interaction with the material, teacher methods, integration of religious values in English language learning, and active student participation in during the English learning process.¹⁷

From the statement above, urgency in the context of English learning refers to a holistic approach, covering various, writing, speaking, reading and listening. A holistic approach ensures that teaching does not focus on just one aspect but pays attention to all English skills.

b. The interest to learning

Interest in learning is a desire that arises from a person to deepen something in learning. The success of the learning process is of course not only influenced by the teacher, but also influenced by the students. Students' behavior during the learning process can be a reference to their interest in learning or vice versa. As explained by the English Teacher at MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

¹⁷ Observed, on 14st May 2022 at MA 2 Annuqayah Guluk-Guluk Sumenep

“Interest in learning is very important because it can increase motivation, strengthen concentration, and make the learning process more enjoyable. Strong interests can also help in achieving academic and career goals”.¹⁸

A similar thing was also expressed by the Principle of MA 2 Annuqayah Guluk-Guluk Sumenep who said that:

“Interest in learning has an important role in motivating and improving the quality of learning. When someone has an interest in a subject they tend to be more enthusiastic, persistent, and easier to understand the material. Interests can also increase creativity, memory and curiosity, helping a person achieve success in the educational process personal development”.¹⁹

From the statement above, it can be seen that the level of interest in learning of MA 2 Annuqayah Guluk-Guluk Sumenep, if a student has high interest in learning, then you can be sure that the lesson will be easier to understand. This is influenced by mood and environment, before starting the process of English learning. A teacher must be able to make students interested in the lesson take place. The teacher has to help the student by seeing the relationship between the learning material and the student themselves or by using interesting English methods.

Based on the data presented above, the researcher obtained research findings regarding the urgency of implementing pesantren character education in English learning at MA 2 Annuqayah Guluk-Guluk Sumenep, including the

¹⁸ Direct Interview with Subli as an English Teacher of MA 2 Annuqayah Guluk-Guluk Sumenep, Direct Interview, (14 May 2022)

¹⁹ Direct Interview with Mastura S.Ag as an Principle of MA 2 Annuqayah, (19 May 2022)

following: a). Holistic development of pesantren character education, involves strengthening pyhical, emotional, social and spritual aspects. This includes learning religius values, discipline.; b). The student interest in learning is a key factor in improving learning outcome. with high interest, student tend to be more active, focused, and easily undestand the lesson.

B. Discussion

In this discussion section, the researcher is going to discuss the finding of the research and the theories related with this research. There are two discussion based on the research focus as follow.

1. The Implementation of *Pesantren* Character Eduaction in English Learning at MA 2 Annuqayah Guluk-Guluk Sumenep

Character education in a system that includes naming character values , which involvels knowledge, awarenes, as weell as actions to apply these values towards. God Almighty, fellow humans, the environment and nationality. National character development can be achieved development canbe achieved throught holistic individual character development.²⁰

According to Syafe'i,character education is an concerted effort to instill in children the ability to make wise decisions and apply them in

²⁰ Nopan Omeri, "*Pentingnya Pendidikan Karakter Dalam Dunia Pendidikan*" Manajer Pendidikan, Volume 9, Nomor 3, Juli 2015, Page, 465.

their daily live, aiming to empower them to make positive contributions on their surroundings.²¹ Therefore character education is an important one for the nation's generation, now it is very much needed not only at school, but at home and in the social environment. Character education is no longer only for early childhood but also for adult because character education will shape student to have good moral. Character education is not only to educate students to become intelligent human being, but also to build their personalities to have good character.²² So, character education is important, because with a character education a person is not only intelligent but also they are able to be responsible for what they will do.

John stated that, Based Sitti Nur Aida's book character education, character carried out with a direct approach to students aims to instill moral values directly and provide information about relevant moral knowledge, thereby helping students understand and apply moral principles in everyday life.²³ Character Education is a conscious effort to instill and develop good values in order to humanize human beings, to improve character and train student's intellectuals, so that a generation of knowledge and character can be created that can benefit the surrounding environment.²⁴

²¹ Imam syafe'i. page.63.

²² Akhmad muhaimin azzet, page, 15.

²³ Sitti Nur Aida, page,5.

²⁴ Sofyan Mustoip, Character education implementation for students in grade IV SDN 5 Sindangkasih regency of Purwakarta West Java, *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran* Volume 8(2) 112 - 126 Desember 2018, Page, 114.

Character education aims to form Indonesian people who have morals, intelligence, rationality, innovation, hard work, optimism, and trust. Therefore, a balanced education that integrates character development with cognitive, physical, socio-emotional is crucial for the holistic growth of children. It provides a well-rounded foundation for facing the complexities of life²⁵

So that, character education is a national movement that aims to create schools as places to foster young people who are ethical, responsible and caring. Through example and the teaching of universal values, effort to instill core ethical values such as caring, honest, justice responsibility, and respect for oneself and others. Character education serves as a long-term solution, addressing the moral, ethical, and academic concerns that are increasingly important in our society. It plays a pivotal role in ensuring the safety and well-being of our schools.²⁶

Based on the facts that occur in the field regarding the implementation of Islamic boarding school character education in English language learning at MA 2 Annuqayah Guluk-Guluk Sumenep, there are three (3) character education values instilled by English teachers in students, including the following:

a. Religious Character Values

²⁵ Munjiatun, Penguatan Pendidikan Karakter, Jurnal Pendidikan, Vol 6 no, November 2018. Page, 335.

²⁶ Aynur Pala, The Need For Character Education, International Journal of social sciences and Humanity studies Vol 3, No 2, 2011 Issn: 1309-8063 (Online), Page, 24-25.

Religious values are character values in the relationship with God Almighty. Where religious values relate to thoughts, words and actions that are always based on divine values and religious teachings. Implementing religious character education for students at MA 2 Annuqayah Guluk-Guluk Sumenep is by carrying out religious activities, such as midday prayers in congregation at school, shaking hands with teachers, and reading prayers before and after the English learning process.

b. Honest Character Values

The value of honest is rooted in the commitmently to being a person who can consistently be trusted in the word, actions, and work, both towards oneself and other. One of the values of honesty can be seen from the attitude of honesty towards the teacher when doing questions or homework (PR). Instilling honest values is very active in shaping students' character. By providing guidance, an honest attitude will become a habit and turn into a personal character of the student himself.

c. The value of disciplined character

The character value of disciplined character is one of the rules and regulations at MA 2 Annuqayah Guluk-Guluk Sumenep. Discipline is also an action that is shows orderly behavior and the compliance with various rules and regulations. Discipline during the process of learning English and discipline when going to

school, and so on. Teachers and students have to discipline at MA 2 Annuqayah Guluk-Guluk Sumenep is quite good and running optimally.

Pesantren character education, which often includes values such as discipline, perseverance, and humanity, can support English learning at school. These values can help students develop perseverance in understanding language structure, discipline in consistent learning, and a humble attitude in accepting correction and learning from mistakes. Overall, the *pesantren* character education can be the basis for creating an effective English learning environment.

2. The Urgency to Implementation of *Pesantren* Character Education in English Learning at MA 2 Annuqayah Guluk-Guluk Sumenep

baased on the that occur the field regarding theurgency of implementing of *pesantren* character education in learning English at MA 2 Annuqayah Guluk-Guluk Sumenep, they generally originate from the *pesantren* and teacher, including the following:

a. Holistic Character Development

Holistic character development by English teachers to student in English learning to develop student's character education at MA 2 Annuqayah Guluk-Guluk Sumenep is holistic student's, such as: when class time has started students are still s which

The urgency of *pesantren* character education at school holistic approach in learning English learning at school includes the intengration of islamic values, ethics and character development in the educational proses.

According too Miller holistic education can as be as pradigms and principle s which can be carried out in diffrent ways. They state that holistic education is not only about aquiring basic information and skill, but also about improving the person all aspect.²⁷

²⁷ Internasional journal of foreign Language Teaching & Reseacher – Volume 9, Issue 36, summer 2021

The holistic character development of *pesantren* character in English learning at school include the development of language competences along with strengthening moral and spiritual values. For example; integrate, reading or writing activities that reflect the values of honesty, mutual help and communication ethics.

b. The student interest in learning.

Interest in learning is a desire that arises from a person to deepen something in English learning. The success of the learning process is of course not only influenced by the teacher, but also influenced by the students.

Slamet stated interest is a person's tendency or interest in a particular activity, thing or field. Interests can motivate someone to learn further, develop skills, or engage more deeply in activities that interest them.²⁸

The level of interest in learning for MA 2 Annuqayah Guluk-Guluk Sumenep students is different, there are students who like to learn and there are students who don't like to learn, this is influenced by their hearts and their environment before starting the English learning process. For this reason, in dealing with these problems, of course English teachers use learning methods that can be understood by these students, this making the English language process effective and efficient.

²⁸ Nur Aini "Students' interest in learning English of eleventh grade students SMA Negeri 1 Sukodadi" (E-Link Journal 2020), Vol,7 no 2 h,59.