

# Strengthening Education Character Independent on Learning Language English in Primary Schools

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## ABSTRACT

**Purpose:** Study This aim For explore application education character independent in learning Language English in class V at SDN Sudimara 07 Ciledug. Education character aim For form generation character with embed moral values and habit well earned from environment family, society, and school. Strengthening character independent on student important in form attitude No depend in others, responsible answer, be honest, and discipline.

**Design/methodology/approach:** Study This use method qualitative with subject teacher research and students at SDN Sudimara 07 Ciledug. Data collection was carried out through observation, interviews, and documentation.

**Practical implications:** Results observation show that part big student Not yet own character independent in do task and no believe self in learning Language English. Means And inadequate infrastructure in schools adequate join in influence development character independent student. For overcome problem this is necessary strategy like application of a centered learning model on students, gifts task and challenging projects, rewards on business students, as well development cooperation between school, parents, and public. Strengthening character independent expected can increase ability Language English and behavior positive students, as well create independent generation and responsible answer.

**Paper type:** Research paper

**Keyword:** *Strengthening, Education Character, Character Independent, Language English*

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## I. INTRODUCTION

Education must produce a generation with character, because humans can be educated (Santoso et al., 2023). In education there is character education. Character education is an effort that has been planned and implemented to help students understand the values of human behavior related to God Almighty, oneself, fellow humans, the environment and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, karma, culture and customs (Santoso et al., 2023). According to Wina Sanjaya (in Rike Andriani, 2019) Reinforcement is a form of response used to change teacher behavior towards student behavior, with the aim of providing feedback or information to students (Yuniar et al., 2023). According to Wasty Soemanto (in Mulyati, 2019) providing reinforcement is positive feedback from the teacher to students who participate or behave well (Sodikin et al., 2024). Based on the expert opinion above, it can be concluded that reinforcement is any form of positive teacher response to student behavior. Reinforcement is part of changing teacher behavior towards student behavior which can increase the likelihood of the behavior occurring again. Reinforcement makes students feel encouraged and increases their participation in every learning process.

Character education has the aim of increasing the value of educational processes and outcomes that lead to character education and noble morals during complete, integrated and balanced learning, in accordance with graduate competency standards in each educational unit (Santoso & Kudori, 2023). Character education is basic education that teaches morals and good habits that can be obtained from the family, community, school or surrounding environment. The role of parents and teachers is very important for the character growth of students, both in formal education and non-formal education. In the school environment, especially for students, moral

behavior is very worrying. Behavior that violates ethics, morals and violates the law by students, such as cheating on exams. The desire to get high scores or pass easily without working hard during school exams causes students to try to find answers by cheating and that is unethical behavior.

Applying Pancasila values in character education helps improve character education (Fahrezi et al., 2023). These values include religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, patriotism, love of the country, appreciation for achievement, communicative, love of peace, reading, environmental care, social care, and responsibility. answer. These values are a manifestation of the main values, namely religion, nationalism and patriotism. Character education contains the value of independent character. Independent character is attitudes and behavior that do not depend on other people. In a school environment, students' independent character can be developed through discipline, not always depending on other people, being responsible, and so on. As an educator, you must produce independent students by instilling independent character in students, in their role as educators, namely by developing character (being honest, disciplined, intelligent, independent, caring and responsible) which is the main task of an educator (Santoso et al., 2023). An educator must be able to gradually change bad habits into good habits, and character is a trait that is ingrained in the soul, with this trait a person can spontaneously show attitudes, actions and deeds.

The aim of strengthening independent character education in English language learning in class V at SDN Sudimara 07 Ciledug is to increase students' independence in learning English, increase students' independent learning motivation, improve students' independent learning abilities, form students' independent, creative and innovative character. The strategy for strengthening independent character education in English language learning in class V at SDN Sudimara 07 Ciledug is as follows: 1) Implementation of student-centered learning models, such as cooperative learning, project-based learning, and problem-based learning. 2) Providing assignments and projects that challenge and encourage students to learn independently. 3) Providing rewards and positive reinforcement for students' efforts and achievements in independent learning. 4) Establishment of a conducive and mutually supportive learning culture. 5) Developing cooperation between schools, parents and the community. By implementing these strategies, it is hoped that fifth grade students at SDN Sudimara 07 Ciledug can develop the independent character they need to achieve success in the future. The benefits of strengthening independent character education in English language learning in class V at SDN Sudimara 07 Ciledug are that it makes students more independent in learning English, has higher motivation to learn English, and has better independent character.

Strengthening independent character in English language learning in class V at SDN Sudimara 07 Ciledug has clear goals and benefits, but in its implementation there are several problems faced, namely: 1) teachers' lack of understanding of independent character education, so they have not been able to apply it effectively in learning English. This can cause independent character learning to not be integrated well in learning. 2) lack of teaching materials and learning media that focus on developing independent character. Currently available English teaching materials and learning media generally still focus on developing English language knowledge and skills, and not many focus on developing independent character. This makes it difficult for teachers to find appropriate teaching materials and learning media to be applied in independent character learning. 3) lack of facilities and infrastructure that support independent character learning, this causes teachers to have difficulty in creating a conducive learning atmosphere and encouraging students to learn independently. 4) lack of cooperation between schools, parents and the community. 5) a learning culture that does not support student independence, the learning culture in schools and society still often emphasizes memorization and academic values, and not many people encourage students to learn independently. This causes students to become less accustomed to learning independently and lack the confidence to study on their own.

To overcome the problems faced in strengthening independent character education in English language learning in class V at SDN Sudimara 07 Ciledug, several efforts need to be made, namely: 1) increasing teachers' understanding of independent character education through training, workshops and seminars. 2) Develop teaching materials and learning media that focus on independent character development by involving teachers, character education experts and English language practitioners. 3) Improve facilities and infrastructure that support independent character learning by allocating an adequate budget and establishing cooperation with related parties. 4) Increasing collaboration between schools, parents and the community through education and outreach programs about the importance of independent character education. 5) Creating a learning culture that supports student independence by implementing student-centered learning, rewarding students' efforts and achievements, and building a conducive learning atmosphere. By overcoming problems and implementing these solutions, it is hoped that strengthening independent character education in English language learning in class V at SDN Sudimara 07 Ciledug can run more effectively and achieve the expected goals.

Based on the author's observations of teachers, there are still class V students at Sudimara 07 Ciledug State Elementary School who do not yet have independent, responsible and disciplined character traits. With this, the author tries to find out about strengthening independent character education in English language learning at SDN Sudimara 07 Ciledug, where the author also wants to find out how students integrate independent character values.

To get good results, researchers used observation methods, interviews with teachers and students. Therefore, research needs to find out about teachers and students in trying to strengthen independent character education in English language learning. To support the research, the author refers to relevant research, namely "Strengthening Character Education Based on Local Wisdom Values in Schools" written by Daroe Iswatiningsih. This research explains efforts to preserve local wisdom culture by strengthening character education to improve the five main character values for students and the nation through strengthening nationalist, religious, independent, mutual cooperation and integrity character education and internalizing them in attitudes and behavior in daily life. Previous research is different from the author's research. Previous research focused on strengthening character education based on local wisdom values, where students currently still lack a caring and loving attitude towards culture, so this research focuses on how to implement character education based on local wisdom. So the author's research wants to emphasize independent character education for students in learning English to integrate the values of independent character, not always depending on other people, being responsible, honest and disciplined. This research aims to explore methods of implementing independent character education in elementary schools in the context of English language learning, as well as understanding the potential of students in gaining understanding regarding independent character education. Knowing how to strengthen independent character values so that they can be integrated into English language learning in class V at SDN Sudimara 07 Ciledug. To determine the impact of independent character education on the English language skills and behavior of class V students at SDN Sudimara 07 Ciledug. Knowing solutions to overcome problems/obstacles in strengthening independent character education in class V English learning at SDN Sudimara 07 Ciledug.

## II. METHODS

Study This use method study qualitative, that is something priority approach use ways, steps, and more procedures emphasize data collection and information from informant as subject research (Nugroho & Santoso, 2022). Subject study in study This is a teacher and students at SDN Sudimara 07 Ciledug. Subject study the will provide appropriate data with problems that will researched in a way Honest And What exist. Language teacher English And student class V at SDN Sudimara 07 Ciledug will become source information And will called as informant. Researcher choose informant the Because researcher feel need dig in -depth information from party school namely, teachers and student. Technique used in the author 's research use For collect the data obtained is in a way observation, interview And documentation as following: Method observation; On Basically, goals from observation is For describe the environment observed, the activities taking place, the individuals involved in environment the along with activity And behavior that appears. Method interview: Interview study in conversation more from conversation normal, have range from informal to formal. Researcher tend direct interview To use get outlook about feelings, perceptions, and thinking participant.

## III. RESULTS AND DISCUSSION

Based on the research results, data can be collected from students and teachers through data collection asking about strengthening independent character education in English language learning. Interview: Conduct in-depth interviews with students and teachers to find out the extent of strengthening independent character education in English language learning. Observation: Observing student and teacher interactions during the learning process to understand how strengthening independent character education is integrated and how independent character is applied in English learning. Evaluating the effectiveness of strengthening independent character education in English language learning in class V of SDN Sudimara 07 Ciledug is an important step to ensure this program runs well and achieves the desired goals. Class observations by observing how the teacher applies student-centered learning methods and encouraging students to learn independently, seeing students participate in learning activities and completing assignments independently, as well as assessing student behavior that reflects independent character, such as responsibility, discipline and initiative.

The results of observations show that there are still many students who do not have independent character. In terms of doing assignments, there are students who ask the teacher for help because some students have not mastered the material provided. However, there are students who already have an independent character, where these students are able to do their assignments without the help of other people, because these students understand what the teacher is saying. Apart from doing assignments, in this class there were also several students who were not confident in learning English. When speaking in front of the class to explain the results that had been made, the student looked shy and spoke not loudly. This also reflects that there are still many students at SDN Sudimara 07 Ciledug who do not yet have an independent character in learning English. Additionally, some students also

demonstrated dependence on their classmates to understand instructions and complete assignments. School infrastructure is also inadequate, such as the absence of projectors in each class, which hinders the delivery of visual and interactive material that can support more effective learning. This limitation means that students do not receive optimal support in developing their independence and self-confidence in learning English.

Strengthening the values of independent character in learning English in class V at SDN Sudimara 07 Ciledug carries out the following stages and strategies: 1) establishing clear goals, by setting learning objectives that not only focus on mastering English, but also on developing independent character student. For example, a goal such as "students are able to complete English assignments independently with minimal teacher assistance." 2) learning methods that support independence, such as Project-Based Learning (PBL), providing projects or assignments that require students to search for information and solve problems independently, collaborative learning, by encouraging cooperation between students in groups, but still ensuring that each student have individual responsibility. 3) use of technology and independent learning resources, namely providing access to online learning resources such as learning videos, online practice questions, and English learning applications that can be accessed independently by students, inviting students to use digital dictionaries or other translation tools to solve problems. vocabulary problems they face. 4) apply the principles of character education, namely the teacher provides examples of independent behavior in the teaching and learning process, gives awards and recognition to students who show independence in learning, for example by giving praise, and invites students to reflect on their own learning process with what they have achieve and how they can increase their independence. 5) evaluate by assessing students' efforts in completing independent assignments, as well as providing feedback that can motivate students to continue learning independently and improve their shortcomings. 6) carry out routine habits by recording what they learn and giving weekly assignments that must be completed independently. By integrating independent character values into English language learning, students not only become more skilled in English, but also become independent and responsible individuals in the learning process.

Independent character education has a significant impact on the English language skills and behavior of class V students at SDN Sudimara 07 Ciledug, namely: 1) increasing English language skills in motivation and interest in learning where independent students tend to be more motivated and have a high interest in learning English, they will look for additional learning resources outside the classroom and try to understand the material in depth such as taking additional lessons. In critical thinking skills, independent character education encourages students to think critically and analytically in understanding and using English effectively. Then, in mastering the material, some students who are used to studying independently will master the material more quickly because they are used to finding their own solutions and understanding the concepts in depth. Being independent in learning English makes students more courageous in communicating in English, both orally and in writing, because they are used to overcoming difficulties independently. 2) Independent character education teaches students to be responsible in managing time to complete assignments on time, and evaluating the results of their work. Independent students have higher self-confidence because they feel capable of completing their assignments without depending on others. Students also have initiative and creativity in solving a problem. 3) In social interaction, students learn cooperation in groups where they can respect each other's opinions and work together to achieve common goals. Independent students have a sense of empathy and concern for friends who experience difficulties, they understand the importance of help and support in the learning process.

#### IV. CONCLUSION

Education character independent is role important in form generation with character Good And behave positive, appropriate with view various expert. Education character involve effort systematic For help student understand And apply related values with various aspect life, including religion, law, culture, and nationality. Reinforcement is response positive from the teacher towards behavior purposeful students For increase behavior positive And participation student in learning. Education character independent aim For develop character independent, creative, and students innovative. At SDN Sudimara 07 Ciledug, strengthening character independent in learning Language English aim For increase independence, motivation, and ability Study students, as well form responsible character answer And discipline. Implementation strategy strengthening character independent involve application of a centered learning model on students, gifts task, award positive, as well cooperation between school, parents, and public. Although Thus, there is a number of obstacle in strengthening education character independent, like lack of teacher understanding, limited teaching materials, facilities And lacking infrastructure adequate, as well lack of cooperation between party related. For overcome obstacle this is necessary done training for teachers, development relevant teaching materials, improvement means And infrastructure, as well socialization And more cooperation Good between school, parents, and public. Impact from education character independent seen in enhancement ability Language English students, improvement motivation

And interest learning, skills think critical, as well mastery material And Skills communication. Besides that 's education character independent Also teach student For responsible answer, believe self, discipline, as well own initiative And high creativity. Interaction good social Also formed, where student Study For Work Same, appreciate it other people's opinions, and own empathy to Friend. With Thus, education character independent No only increase ability academic students, however Also form character positive that will be help they in face challenge academic And life in time front. Effective implementation from strategies that have been formulated will ensure that objective strengthening education character independently at SDN Sudimara 07 Ciledug achieved with Good.

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