IMPLEMENTING BLENDED CHARACTER EDUCATION PROGRAM AT NORTH BALI BILINGUAL SCHOOL (NBBS) SINGARAJA

N.K. Januari[1], N.N. Padmadewi[2], K.S. Dewi[3]

[123]English Language Education, Universitas Pendidikan Ganesha, Singaraja
e-mail: juniariketut@gmail.com , nym.padmadewi@undiksha.ac.id , sintyadewi@undiksha.ac.id

This study was intended to investigate the implementation of blended character education program at North Bali Bilingual School (NBBS Singaraja), the teachers' perception toward its implementation. The character education program in this study were focused on the five-character values of priority in the character education reinforcement program stated in the curriculum 2013. This study employed embedded mixed method design. The subjects of the study were a headmaster and two English teachers of NBBS. The data were collected through document study, interviews, and questionnaires. Qualitative and quantitative approaches were used to analyze the data. As the result, the study revealed that the character education at NBBS Singaraja was implemented effectively through various programs/activities such as: (a) praying activity and celebrating holy days were practiced to instill the character of religious. (b) house reading, project-based activity, and online-based learning were practiced to build the character of integrity (c) The character of self-directedness was implemented through weekly package tasks. (d) Other programs were also implemented to instill the character of nationalists such as flag ceremony and poster making, while (e) Earth day, children's book week, and performing arts day were the activities of implementing the character of collaboration. Teachers' perception towards character education implementation was positive. The English teachers had no disturbing challenges during the implementation of character education program. They found some challenges but they could handle it with patience, consistent supervision, guidance and repetition. They also believed that the programs were worth to be implemented since the they were useful for building and fostering students' character and behavior, student's English literacy and their academic development.

Keywords: Blended Program; Character Educatio; Perception

1. INTRODUCTION

Education plays an important role in establishing the quality of human resources in order to have the capability to compete with the challenges and the development of the 21st-century era. According to the law on National Education System Number 20 year 2003, national education is aimed at developing the capability, character, and civilization of the nation. The goal requires a balance between the cognitive ability and affective ability of learners. The balance between learners' cognitive ability and positive character is one of the key factors that determine the success of learners. Previous research conducted by Nurhasanah and Nida (2016) showed that by having a good character, learners can improve and implement moral values and noble character, and then apply them in daily life. With a good character, learners would tend to improve their academic achievement. This suggests that a good character contributes not only to the development of socio-emotional aspects but also cognitive aspects of learners

However, there is a great challenge in achieving the goal of good character building as the moral degradation that occurred recently affected most of the Indonesian youth. Sihombing (2014) stated that moral degradation is affected through exposure to the digital world. Bhakta and Dutta (2017) also expressed that moral degradation or character of a person can also be affected by school environment, family and society because the young generation has a wide environment in interacting or socializing with others. It shows that globalization does not only bring positive impacts but also negative impacts especially for the young generation who might be careless (Cozma, 2011). Regarding moral degradation,

Hidayati *et al.*(2014) stated that there are variations of students' negative behavior that appear in school like cheating during the test, quarreling, consuming drugs, alcohol, and promiscuity. In addition, Hartini (2017) also mentions some related problems which usually happen such as talking inappropriate or rude speech, disobeying the law in school, being truant not being disciplined, being involved in a motorcycle gang, smoking, and losing manners in interacting with others. It was also found that most of the young teenagers nowadays tend to be rude, disrespectful, and lost their moral path. He also reported that more than three-quarters of students got excessive violence at school from their friends. Two-thirds of them felt harassed or bullied at school very often (Kagan, 2001).

In responding to moral degradation and its prevention toward the younger generations, policymakers (the Ministry of Education of Indonesia) took an action to build and develop a better character of the young generation by implementing curriculum 2013. Curriculum 2013 is fully integrated into the implementation of character education within the schools in Indonesia. The presence of Curriculum 2013 covering character education dominantly brings hope for the betterment of students, particularly their morality. According to Muttaqin, Raharjo and Masturi (2018), the implementation of character education value through intellectual education is always adjusted to the centering of character education through character education reinforcement. The character education reinforcement offers character education as the core in the implementation of education within the elementary school. The character education reinforcement has five values of priority in the national character which are connected from one to another namely: (1) Religious; (2) Integrity; (3) Self-directedness; (4) Nationalist; and (5) Collaboration (Muttaqin, Raharjo and Masturi, 2018). Through the implementation of the character education reinforcement , it is expected to be useful and effective to in developing the students' motivation in learning and to optimize the students' potentials so that the students will become citizens with strong characters, high nationalism, good capability and ready to face the global challenges since the early age (Muttaqin, Raharjo and Masturi, 2018). Berkowitz and Bier (2005) also agreed that character education can help people, especially the young generation to build a good character that in turn can help to build good societies, likewise, effective character education can have many different outcomes. Character education affects various aspects such as knowledge, thinking, emotions, motivation, behavior, and skills. Thus, character education is essential to be conducted to form a manifestation of the unity of behavior, attitudes, and life skills of students.

In implementing the character education program, the most effortless character building is done when children are still in elementary school. That is why the government prioritizes character education in elementary schools. It does not mean that other education levels do not receive attention but only get different portions in attention (Nuh, 2010). For young learners, character education can become an everyday opportunity (Milliren and H.Messer, 2009). It means that we can use every opportunity to teach, model or reflect some character values to the students. By observing their everyday behavior at the school, we will be able to consider the appropriate approaches and strategies to instill the character values to the students. Fauzee (2012) also supported that character should be developed from the early age of children to avoid misbehavior in the future life. He further argued that character education is a life education that must be built since people are still in childhood to know which one is right and which one is wrong. (Hawley and Hawley, 1975) argued that the responsibility of the moral or character development of the child falls upon the schools. Berkowitz and Bier (2005) also stated that building a successful character education program requires participation from all stakeholders. Schools exhibit positive results by teaching character traits while involving all teachers, administrators, students, and parents. Teachers and all the stakeholders should make the schools be a place where the students can develop their character as an individual and at the same time use their powers to further the larger activities of the group. It is also the moral responsibility of the teacher to supply every possible aid to this process (Hawley and Hawley, 1975). Pivotal roles of teachers may affect students' attitudes and motivations to language learning. The teacher is one of the main factors that have a lot of influences on students' achievement, performance, and his/her success (Balushy 2011 cited in Koç, 2013).

Character education can also be successfully conducted if there is effective implementation, teacher's commitment, teacher sense of efficacy, and student acceptance of programs (Bulach, 2002; Brown and Benjamin, 2005). Related to an effective implementation of character education, Lickona (1996) purposed eleven principles that contribute to the success of character education implementation in school. Three of them are : (1) the effective character education needs comprehensive approaches and focus on the teacher aspect as the role model; school discipline, curriculum, learning process, class and school management. The character material should be integrated in all classes' life aspects. They also have to cooperate effectively with the students' parents and the neighborhood community. (2) To develop character, the students need chances to practice how to act in good morals. (3) Character must completely be defined, including the thinking, feeling, and action aspects. In other words, school stakeholders especially teachers need to understand the three components to be integrated in classroom namely moral knowing (moral knowledge), moral feeling (the moral sense), and moral action (moral conduct) (Albantani and Madkur, 2016). On the other hand, many teachers are still confused about how to implement the character education in a practical and effective ways. Most of them have lack time, ideas and strategy in considering the activities which can be used to teach or model character values to the students. As Putri, Artini and Wahyuni (2020) revealed in their study that teachers still find difficulties in building students' character. English teachers had sufficient knowledge of Character Education concept. The way they implemented the character education did not really represent how character education should be inserted. Furthermore, they also were not sure of its impact to the students' character development. It indicates that they had lack understanding of how to incorporate and evaluate character education in their lessons.

A study conducted by Artini and Padmadewi (2019) described that the values did not consistently appear either explicitly or implied during the teaching and learning activities. There was no creativity on the part of the teacher to create something beyond the book. Furthermore, the character education practice were found to be mainly in the level of knowledge and not much in the level of feeling and not evident in the level of action since the teachers did not give adequate examples for students to develop the feeling of the importance of the character values. This study revealed the need for appropriate model for character education in primary schools in Bali, Indonesia. It is also supported by the findings of a study conducted by Indrayani, Artini and Seken (2018) in a Piloted Primary School also revealed that the character education practices seemed ineffective since the focus scattered around the level of moral action and ignored moral knowledge and feeling. The other finding was the teachers were still confused in infusing their lesson with character values.

Based on the preliminary observation at North Bali Bilingual School (NBBS) and interview with the school's headmaster, it was found that the school is a character education based and literacy-based national school. It has various and rich programs of character education which has been implemented consistently both in offline and online learning activities. The character values were instilled through the overall school's programs/activities both in-class activities and out of classroom activities. The school's facilities and school-parents communication were also supported the implementation of character education. It indicates that the character education is well implemented and it can give useful resources or ideas for other schools and teachers to consider a practical and creative strategies in implementing character education program.

Based on the explanation, this study intended to investigate the programs which are implemented in inserting blended character education at NBBS Singaraja and how the English teachers perceive the implementation of character education at NBBS Singaraja.

2. RESEARCH METHOD

This is an embedded mixed method study conducted at North Bali Bilingual School (NBBS) Singaraja. The subjects included in this research were a Headmaster and two English teachers who were selected by using purposive sampling technique. Purposive sampling is used to find people who can and are willing to provide the information by virtue of knowledge or experience (Etikan, Musa and Alkassim, 2016).The object of this study was

the blended character education program which is practiced through the schools programs. The data were collected through document study, interviews, and questionnaires.

The Document study or document analysis was used during the observations to enrich and reconfirm more data about the programs in implementing character education. The school documents (i.e., NBBS Handbook, students' projects, class posters, pictures, etc.) were analyzed by describing the findings related to character education practices. Interview checklist was also used to list the character education programs/activities conducted at the school. In addition, semi structured interviews following the list of questions were conducted to headmaster and teachers but some spontaneous questions was arisen during the interview to acquire deep information.

The data were analyzed qualitatively and quantitatively. Qualitatively means that the result of the document study and interview were analyzed by using an interactive process which consists of four components such as data collection, data reduction, data display, and conclusion or verifying while quantitatively means that the result of the questionnaire was analyzed by using Microsoft Office Excel.

3. FINDINGS AND DISCUSSION

The results revealed that there were various character education programs implemented at NBBS Singaraja. The programs were implemented creatively and effectively both through face to face learning and during the online learning activities, so the programs/activities available could be maximally used to instill the five character values of priority. These five character values are religious, integrity, self-directedness, nationalist and collaboration.

1. The character values of religious

Religious is an attitude which surely related to religion. Every child is expected to reflect a belief in their God by doing things based on their faith, respecting diversity, having an attitude of tolerance and live harmoniously. Besides, the value of religious is also about caring as well as loving their environment and surroundings wherever they are (Kemendikbud, 2017). Muttaqin, Raharjo and Masturi (2018) also stated that someone can be said to be religious if she or he has a belief, innocent, tolerance, and love of peace.

Table 1. The programs/activities of implementing the character of religious

The character of religious
The programs/activities conducted in instilling the character of religious
1. Praying activity
2. Celebrating holy days
3. Applying in Daily Activities
4. Posters of character in each class

Based on the result above, the students were trained and habituated to possess a value of religious since they were in grade 1. NBBS Singaraja used various kinds of programs for supporting the successful implementation of the character values of religious. Those activities were praying before the class begins, celebrating holy days, applying in daily activities, and posters of character in each class. A Praying activity was conducted before starting the learning activities. The teachers and students pray together in the class by the led of one class helper (a student). When they did the praying activity, all of the students must stand together, close their eyes and not distracting each other as they have to do it seriously. Students are taught and given a direct experience of having tolerance, respects, loving peace and diversity. NBBS also had a program to celebrate the holy days of the students. It was done by inviting the students to celebrate together every holy day by creating posters of greeting. The example can be seen in the following figure.

Figure 1. The greeting craft made my students and teachers of NBBS Singaraja

The Figure 1 showed a greeting craft made by the students with the help of the teachers. This activity was good to add students' general knowledge and explore their creative thinking. The school also trained students to apply the values in their daily activities by doing a prayer when they have their fruits and lunch. It was a simple example to help them knowing, feeling and doing how to be grateful as well as cherish the foods and other things they have. Moreover, students are also trained to greet people they meet when they come to school, talk to their friends, teachers and elders politely, and to take care of the environment. NBBS provided posters of character values in each class. Students are expected to read and be able to apply the values wherever they are. It can be said that the religious values are not only implemented by habituating the students to "pray" but also encouraging and involving the students to do some meaningful daily activities which manifest the character of religious as stated above.

2. The character values of Integrity

According to Muttaqin, Raharjo and Masturi (2018), someone can be said as an integrated person if the person is honest, exemplary, polite, and loves for truth. Integrity value helps students to be trustworthy both in words and action. A child also needs to be taught at an early age about having a commitment, consistency, and faith in humanity. Moreover, integrity also covers the insertion of responsibility as a citizen and involve them to be active in social life (Kemendikbud, 2017).

Table 2. The programs/activities of implementing the character of Integrity

The character of integrity
The programs/activities conducted in instilling the character of integrity
1. House reading
2. Project-based activities
3. Awarded-based activities
4. Package-based learning
5. Online-based learning
6. NBBS house point
7. Students council

NBBS Singaraja used multiple ways to instill the character of integrity in the students. Those were house reading, project-based activities, awarded-based activities, package-based learning, online-based learning, NBBS house point and students council. House reading was a program which requires the students to read at home every day. The books

they read can be in English or Indonesian. This activity is effective to stimulate students' motivation to love reading. Besides, the house reading program were also worth to foster students' English literacy and to enrich their insights since they got many kinds of information from the book. Moreover, by reading books every day, students would know more vocabularies, expressions and meanings in the text they read. After reading, the students have to rewrite or review the books they read by using their own words. It encouraged students to be more concentrated and think critically to truly understand the ideas within the text. Inderawati (2012) also added that reading and responding to literary works do not only function as something entertaining for the students but also give moral values that will influence their behavior and to strengthen the establishment of character and personality. At NBBS, reading has become a culture. School provides the students a library with many kinds of books. Not only reading at the school, the students were also taken to visit and read books in a library around Singaraja.

The project-based activities or project-based learning is a part of NBBS curriculum and students will be periodically assigned to a project based on their level and age. By using project-based learning, the school are able to add "depth" to concepts and are able to incorporate skills of the students such as critical thinking, problem solving, leadership, cooperation and organizational as well as time management skills. Project-based learning integrates knowing and doing so students do not only learn knowledge and elements of the core curriculum, but also apply what they know to solve real problems and produce results for their own doing or actions. In line with Lickona (1996) who stated that the effective character education must include a curriculum material which meaningful for their life or life skill competence, thus the student will be able to face and solve the problem of life. One of the project-based activities can be seen in the following figure.

Figure 2. Students did interviews with field workers and did an observation before planting process

In the Figure 2, grade four are currently in the middle of a "rice field study" as one of their yearly projects. Along the way, they had to do interviews to the field workers. This activity is able to foster students' critical thinking and communication skill since students have to prepare relevant questions for the field workers so that they can gain the information needed as much as possible. Students also visited the rice field multiple times including each stage from pre-preparation, preparation, planting, growth stages and all the way to the harvest. It gave wide spaces for the students to experience things directly into the fields, work together, think and solve problems they encounter. They were encouraged to incorporating math skills, make drawings and creatively package all the elements of their project. After all of the activities they have done, the students then made their final report to be presented. During the process of writing their report, students incorporated their literacy skills and critical thinking to explain or describe all of their findings. Furthermore, they are given time to practice their speaking skills and confidence by doing a presentation for other students and

parents.

Awarded-based activities were done to give the highest motivation as well as appreciation for students' achievements and their best efforts. The awards given were usually in form of super reader certificate, way to go, sticker, and point free time. Additionally, the character education programs at NBBS were implemented using blended learning system which means that the programs were not only done by face to face session but it was also conducted through the online learning activities using some Learning Management System platform like *Schoology, Google Meet, Zoom meeting* and *Kahoot*. To maximize the online learning activity, the students were given a package of tasks and learning materials with a clear instruction on *Schoology*. Several meaningful activities were also provided virtually such as virtual field trips, virtual library, and *Kahoot* activity. NBBS house program was also an effective program conducted at the school. The students from grade 1 to 6 were grouped into 6 house namely Jepun, Jempiring, Cempaka, Sandat, Pucuk and Tunjung. Each house should compete and collect their points by doing house reading every day and the highest point will get a reward and a trophy. The last program was student council. The program was practiced to trained the students to be able to make contribution to the local community, develop awareness of social care toward those in need and learn about responsibility as well as to develop their leadership skill. It can be seen that the programs/activities implemented really concerns to give the students experience things directly so that the students have wide chances to feel and act the values they have learned.

3. The character values of self-directedness

Self-directedness is the third value of priority in character education reinforcement program. Self-directed means an attitude or a behavior which has a tendency not to depend on someone else. People who has a self-directedness character is usually work hard and give their efforts, thought, and times to make their hopes and dreams come true. They are tough, professional, and a long life learner (Kemendikbud, 2017).

Table 3. The programs/activities of implementing the character of self-directedness

The character of self-directedness
The programs/activities conducted in instilling the character of self-directedness
1. Doing Package-tasks
2. House Reading

Based on the table above, there were two kinds of activities to implement the character of self-directedness available at NBBS Singaraja namely doing package tasks and house reading. The package task and house reading were consistently given to the students to be done at home. As a school policy, the house reading program must be carried out for every student on the basis of a daily process and students are asked to choose their own reading books in the school library. Students must read the books (in English and in Indonesian) every day at home at their free time for at least 10-15 minutes. With a daily reading activity like this, students were trained to exercise their reading habit which slowly forms their character. This opportunity also allows students to have a sense of self confidence because they are given space to decide on the issues, which will lead them to increase their sense of responsibility and self-regulation for their own learning process. It is also pertaining to enhancing their literacy skills especially English literacy. To guarantee this activity properly done, students must record their reading activity in their reading log and have it signed by their parents. The example of the students' reading log can be seen in the following figure.
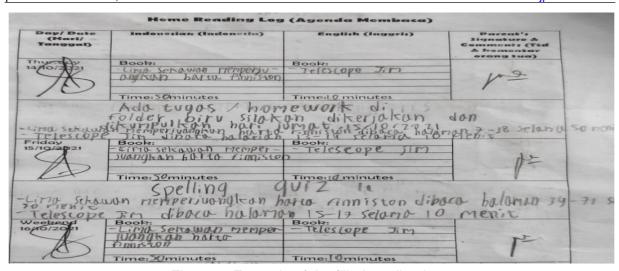
Figure 3. Example of the filled reading log

Figure 3. showed an example of reading log that has been filled completely by the students which also indicates that reading activities are done every day by the NBBS students. After submitting their reading log, teachers will evaluate it in the classroom. They will be given rewards through 'reading rocket system' in order to persuade the students to repeat the behavior and continue reading, boost their English literacy, critical thinking and build the students' reading habits. While the package tasks given were meaningful and related to academics. It trained the students to be discipline, responsible and self-organized since they had to finish and submit the given package and the reading log every week. Lickona (1996) stated that there must be a regular evaluation that evaluates the success of the character education in school. School must have the success standard of character education, which includes the aspect of the teachers/staff's development, the character educator and the students' character development. At NBBS, teachers regularly evaluate the students' works and give feedbacks as well as suggestion for students' works so that the students have an opportunity to think both about how they are learning and what they are learning. This kind of introspection may lead students to develop their critical thinking and provoke them into reflecting on how and why things have happened so that they decide what to do next to improve their learning quality. Not only evaluating students' works but also evaluated every development and progress made by students including their behavior, achievements, psychology, etc. Teachers also do the evaluation by providing an academic and non-academic guidance and counseling for the students and parents' conference for the students' parents as well. Teachers and parents also communicate every single development made by their children. It will helps the implementation of the character education to be effectively done. As purposed by Lickona (1996), schools especially teachers also have to cooperate effectively with the students' parents and the neighborhood community.

4. The character values of nationalist

Nationalist is defined as a way to think, to behave, and to do things which show a loyalty, care and high appreciation toward the language, physical, social, cultural, economic and political environment. Putting the nation's importance above the individual and community's importance is also considered as a value of nationalist (Kemendikbud, 2017). Muttaqin, Raharjo and Masturi (2018) added that someone can be said as a nationalist if they love their country, have the spirit of nationality, they are obedient to the rules anywhere they are and they can respect for diversity.

Table 4. The programs/activities of implementing the character of nationalist

The character of nationalist
The programs/activities conducted in instilling the character of nationalist
1. Flag ceremony
2. Poster making

The character of nationalist was instilled through several school's program such as flag ceremony and poster making. All students were involved in conducting flag ceremony every Monday, every 17th of August, and other national days as a strategy in promoting the nationalism of the students since their early age. Students were also involved in commemorating the Independence Day of Indonesia by creating a poster.

Figure 4. The poster with theme "Independence Day"

Figure 4. Showed an example of posters made by the NBBS students. Students work in group and the teachers will supervise them to finish their posters. By these activities, students were introduced the general knowledge about their homeland (e.g. national anthem, Indonesian flag, etc.).They were also given stage to explore their creativity and team working skill to create a poster about the Independence Day of Indonesia. Later on, with their literacy skills, they are expected to be able to explain or describe their homeland to their friends, their teachers and to the world. The finding was supported by the previous study conducted by Muttaqin, Raharjo and Masturi (2018). It was found that the character of nationalist could be implemented through the behavioral habituation on the love toward the nation in the school environment, the family, and even the society. The values of nationalism-based activities in the school includes: the activity of singing Indonesia Raya Anthem, the dance art, the Boy Scout, the life in harmony with one another, and the attendance in the flag ceremony.

5. The character values of collaboration

Implementing the character of collaboration is really needed in order to train the students to have an attitude of respecting the spirit of cooperation, overcoming a problem together, building a communication and friendship, hand a help for those in need. Moreover, collaboration also teach about the values of a commitment for a group decision, discussion to reach an agreement, solidarity, emphatic, anti-discrimination, anti-violence (Kemendikbud, 2017).

Table 5. The programs/activities of implementing the character of collaboration

The character of collaboration
The programs/activities conducted in instilling the character of collaboration
1. Earth day
2. Children's book week
3. Performing arts day
4. Saturday project

Based on the table above, there were some programs conducted at NBBS Singaraja to build the character of collaboration to the students such as Earth Day, Children's Book Week, Performing Arts Day, and Saturday project. Earth day was implemented to train the students to contribute in saving the earth by taking some simple actions of going green by working together on a living biology lab, rice field flowing program, and cleaning the front school area. The implementation of Earth Day program is aiming at teaching students how to love and take care of their environments, to stay clean and green, campaigning the importance of saving the earth through presentation, story and drama by using English. This activity gives a chance for the students to practice their English skill, explore their creativity, ideas or opinion and share an encouragement as well as an awareness to the others about environmental issues. During the earth day celebration, the NBBS student council also designed and produce a product like shopping bag or a t-shirt which they sold to their parents. The income or the money will be used to buy some basic food packages to be distributed to underprivileged people and supplies the student in the village area

The children's book week was conducted as an attempt to build and foster students' English literacy with many interesting projects/activities which are centered on literacy such as storytelling, read aloud day, storytelling Bahasa Bali, reading buddies, door decorating event and the visits of various visitors and volunteers from around the world. Performing arts day was an annual program in which students and or teachers did an art exhibition like storytelling, drama, singing and many other activities. While Saturday project was an activity to give real experiences to students especially on Saturday to create creative things with their groups. An example of students' collaboration can be seen in the following figure.

Figure 5. Grade 1 presented their door decoration with theme "Snow White" during children's book week

The figure 5 above was an example of students' performance for the door decorating contest as the final of the children's book week activity. The decoration of the door and students' stage act as seen in the figure was the result of their discussion, cooperation, ideas, creativity and improvisation after reading the story. They were given chance to be capable of being self-directed learners, while the teachers acted as facilitator and helped if the students had problem and could not solve it themselves. Students mostly negotiated themselves about decorating the doors, about how to explain or deliver the story in the novel and make it interesting, how they identify the cast of the characters and choose their friends, designing the costumes used in the play and even on drafting the scenario of their drama. Each of them have a chance to speak their ideas, share their thoughts and information they understand in the story. School also gave chances for the students to interact and use real-life language skills to communicate in English with native speakers since school have had various visitors and volunteers from around the world come to the school. Students were encouraged to meet people from various countries and use the chance to learn and practice

their language skills with the native speakers. This activity is also aimed at motivating students to learn and practice more in English which will also help them to improve their English skill both in written and spoken.

From the mentioned programs/activities and the example above, it can be concluded that the character values of collaboration implemented were practical to give direct experience to the students to learn about cooperation, discussion, making group decisions, and exploring their creative and critical thinking as well. The students were also given a wide opportunity to practice and enhance their English literacy skills, problem-solving, and communication skills since most of the activities encourage students to read books, write a story review, write a novel, and do presentations in front of many people. The teachers also believed that implementing the character of collaboration through the programs and activities available at school was strongly appropriate for fostering students' social skills. Their ability to be a part of society will help the students to be able to work in the group cooperatively, as well as train them to have social care with others and have a sense of kinship and solidarity at a very early age. This finding has similar ideas to Muttaqin, Raharjo and Masturi (2018) who stated that someone belongs to the collaboration category if the person is able to cooperate, collaborate, has high solidarity, willing to help each other, and has a sense of kinship.

The additional results of the study also showed the English teachers perception towards the character education implementation. The perceptions of English teachers on the character education implementation was measured using questionnaire that consists of 20 items of statements covering the dimension of five character values of priority implementation which consist of 4 items for each dimension. The finding based on the dimensions, as the result of the English teachers' perception on character education is shown in Table 5.

Table 5. The percentage of English teachers' perception on the character education implementation at NBBS Singaraja

Dimension	SA	A	N	Dis	SDis
The Character of Religious	90%	10%	0%	0%	0%
The Character of Integrity	54%	34%	9%	0%	0%
The Character of Self-directedness	90%	10%	0%	0%	0%
The Character of Nationalist	68%	32%	0%	0%	0%
The Character of Collaboration	68%	32%	0%	0%	0%

(Note; SDis: strongly disagree,Dis: Disagree, N : Neutral, SA: strongly agree, A: Agree)

Based on the table 5, it can be seen that the English teachers perceived positively on the implementation of every character education values. On the character of religious dimension, the teacher ideas about the implementation of religious values through the school programs/activities was categorized as high since the percentage was 90% strongly agree and 10% was agree. It indicates that the participants of this study have good understanding about the values and they have implemented the activities into their classes for example, they always do a prayer universally before conducting the learning process and eating since it is very important to be done. Teachers also believed that instilling the character values of religious should be started by involving and modeling them the basic values or simple daily things since they are in the first grade. This was also supported by the empirical study examined by Artini and Padmadewi (2019) which showed that religious manner is considered as the top priority and is one of the most important to be developed in the classroom. It was found that the values were consistently appear in the planning and implementation across schools.

On the character of Integrity implementation, teachers have high percentage of perception in which the highest score was 54%. It can be categorized that they perceived the statements positively. They believed that instilling the character of integrity was worth to train the students to be a person with honesty, have a courtesy, and a spirit to be a good model or example for their friends. They also added that they applied simple activities which are well connected to literacy and life skill. Besides, the character education programs at the school were very rich and greatly effective in instilling lots of skills for the students. As argued by

Muscott and O'Brien (1999) that character education can be taught effectively by connecting the lessons to art, literature, math, or drama. Lessons include a description of the character trait, opportunities to practice using the trait, and real life illustration.

The character of self-directedness implementation was also perceived positively by the participants with the highest percentage 90%. They strongly agreed to the activities that has been implemented at the school in instilling the character of self directedness. They stated that students have to possess the character of self-directedness so that eventually, they used to doing many things independently. Self-directed in not merely about not being dependent to someone else but it is also about discipline, hardworking, bravery, responsibility, love to learn and never give up. The teachers also revealed that they used some strategies in the classroom to habituate the students to be independent person since they were in the first grade. They have to be on time, before entering the class they have to take off their shoes. When they come in to the class they have to put their belongings to their locker, put their lunch box in the drawer, take out their memo books and stationery from their bags and put them under the table, put their tumbler on the locker without the help of the teachers. It help the students to get used to working hard, responsible, love to learn, and never give up. It was supported by the previous study conducted by Muttaqin, Raharjo and Masturi (2018).The findings highlighted that the values of self-directedness play a significant role in improving the students' learning achievement. They found that the activities of self-directedness values is performed routinely. It was also found that by implementing the character of self-directedness, the students are able and habituated to do some things such as the on-time submission of assignment, the independent arrival and departure in the school, doing the class duty according to the schedule, and the act of training hard for every championship.

The perception on the implementation of character values of nationalist can be concluded in high category (68% strongly agree). They believed that implementing character of nationalist was useful for building and fostering the students' nationalism spirit. By having the character of nationalist, the students are able to follow the school's rules and behave based on the values taught at the school. They will also have the attitude of loving their homeland, know how to respect, embrace and love each other in diversity.

Furthermore, on the dimension of character values of collaboration, the teachers strongly agreed that the programs and activities available at NBBS Singaraja were prepared and designed to not only train the students to be independent and successful as an individual, but they are also trained to be able to cooperate and collaborate. Besides, the students are also trained to care with others, surroundings, and their environment. The teachers also explained that they instilled the collaboration values through many creative activities which are not only good to foster their Literacy skills and also their social skills such as drama, story telling, and other project-based activities. It was also explained that some of the values were taught explicitly but mostly the values were implicitly inherent or blended in the school activities.

Another information also revealed by the teachers hat during the implementation of the character education, they found some challenges but they could handle it with patience, consistent supervision, guidance and repetition. They strongly believed that the programs were worth to be implemented since they were useful for building and fostering students' character and behavior, student's literacy especially in English and their academic development.

4. CONCLUSION AND SUGGESTIONS

The present study intended to investigate the programs in implementing blended character education and the English teachers' perception towards the implementation of character education program at North Bali Bilingual School (NBBS) Singaraja. According to the result of this study, it can be concluded that NBBS Singaraja has a very rich and various character education programs. The blended character education program was practiced through various programs/activities such as praying activity, celebrating holy days, and posters of characters in every class to promote the students' character of religious. The other activities were also available in building the character of integrity namely house reading,

project-based activities, awarded-based activities, packaged learning activities, online-based learning, NBBS House Point, and Students council. The school also implemented weekly package tasks and house reading to develop the character of self-directedness of the students. Flag ceremony and poster making are also important activities to build the character of nationalist for the students. In addition, NBBS Singaraja has some activities in instilling the character of collaboration to the students such as earth day, children's book week, performing arts day, and Saturday project. NBBS Singaraja also has had various visitors and volunteers from around the world come to the school to give chances and experiences for students to learn and practice their English skills contextually with native speakers. The English teachers' perception toward the implementation of character education program was also positive. They found some challenges but they could handle it with patience, consistent supervision, guidance and repetition. They strongly believed that the programs were worth to be implemented since they were useful for building and fostering students' character and behavior, student's literacy especially in English and their academic development.

In connection with the conclusion above, the researcher would like to propose several suggestions: 1). for elementary school teachers, character is an important good of education that must be integrated properly in every school subject and in students' early age. Therefore, it is necessary for the elementary school teachers to learn more about how to implement this effectively. The teachers should be more active in looking for the strategies in insetting character education. Teachers should be more creative, and resourceful in creating useful activities to promote character education into their lessons. Besides, the teacher must also establish good communication with students, principals, administrators, other teachers, and parents, so that the relationship gets better, and it can strengthen the character education program also make it easier to insert character education. 2). for further research, it was expected that this study could become a reference for future researchers who are interested in similar topic. The result of the study can be used as a supporting reference for the related research to extend the information. Importantly, further research should also address the relationship between character education program and students' achievement in various academic and non-academic aspects.

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