INTELLIGENT CHARACTER THROUGH ENGLISH EDUCATION IN YAYASAN RUMAH SINGGAH BUMI DAMAI

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Abstract

This article systematically discusses the development of intelligent character through learning English education. As one of the subjects in schools, English is considered to have great potential in the process of fostering and developing student character and character. The implementation of integrated character development can be reflected in all learning activities held in class. It becomes compulsory subjects or used by children everyday. This article will explain the meaning of character education, the importance of character and the process of forming intelligent characters through English. The data collection this time focused on grade 7 -9 junior high school students at the Yayasan Rumah Singgah Bumi Damai, this data was collected in a qualitative system by conducting surveys, interviews and observations on each of 10 children from each grade level. From the data obtained, it can be seen that the level of character intelligence at each level gets different results. In grade 7 children have a good intelligence level of 5% among the other two classes but experience a decrease in the level of honesty and a significant increase in caring and respect for others. Grades 8 and 9 are known to have a lower intelligence level of 2% than the previous class. but experienced an increase in honesty, caring and decreased in respect for others. From these data it can be concluded that the higher the level of respect for others, the higher the level of education, the less significant it is so it can be noted that in junior high school children does need serious handling in order to get an increase as expected. With this data collection, researcher hope to be able to improve intelligence character through English education with structured and systematic system.

Keywords: Intelligent,character, trough English education

Introduction

In recent years, governments have basically make various efforts to develop and instill values character in students. In the era of the order new, character education is held through subjects, namely Education Religion and Citizenship Education. However, the character building of students through these two subjects no produce the expected results.In 2003, the government explicitly started pay great attention to the character development that is pouredin the Education System Act National Education System Law (UU Sisdiknas) number 20 of 2003 Article 3.

In the law stated that "National education" functions to develop and shape the character and civilization of a nation that dignified in order to educate the life of the nation, aims to development of the potential of students so that Be a man of faith and piety to God Almighty, have character noble, healthy, knowledgeable, capable, creative, independent, and become a democratic citizen and responsible" from this formulation, it can be concluded that the purpose of developing character education is not only cognitive education (theory) but also pays attention to psychomotor and affective development.

Cognitive development, thinking capacity Humans must develop. Through psychomotor development, skills human life must grow. Through affective development, capacity for noble behavior. Therefore, an educator must make his students become fully human, which is not only good in theoretical education / knowledge but also has good character and is ethical.

Keeping in mind the importance of character education, all parties must be involved in the development process. not only in the school or campus environment but also in the family and community. Characters will be more easily and successfully carried out through habituation of life, in the form of activities they do every day which will eventually become a habit (habit)

and not presented theoretically. Therefore, this character education must be integrated in every subject in the school, it cannot be presented in one special subject.

In all learning activities. This article will English, as one of the subjects has great potential in the character development process. This integration can be reflected briefly discuss character development, especially intelligent characters in learning English.

Method

This study uses an evaluation research design that emphasizes the process of continuity of implementation of character education both in terms of RPP design and the implementation of learning for children in secondary schools. The reason for choosing secondary schools as research references is because it will be easier if we improve children's character education when they are in a period of rapid growth and children are in a period of curiosity.

This study uses survey and analysis methods in the classroom. Notes there are two kinds, namely: descriptive, data is recorded based on actual data from communication withteacher and student; and reflective, the data consists of notes of the researcher's opinion.

The Rumah Singgah Bumi Damai Foundation is a social foundation that accommodates orphans, and the poor in the Kotagede area of Yogyakarta. There are children from kindergarten to high school education, so the researcher took a sample of education in junior high school children for his research. researchers observed cognitive development and intellectual intelligence in the focus of middle-aged children who were in junior high school

Data collection process and the analysis is carried out simultaneously. Data were analyzed descriptively qualitatively to interpret and provide in-depth descriptions related to the theory used with 10 samples in each class.

Findings and Discussions

Based on the research that has been done, data collection is carried out through three processes, namely document analysis, interviews, and observations direct. By paying attention to the data generated, we can see that intelligence in grade 7 junior high school students has good intelligence among students in grades 8 and 9 which is at number 5 which is the highest result of the two classes above.
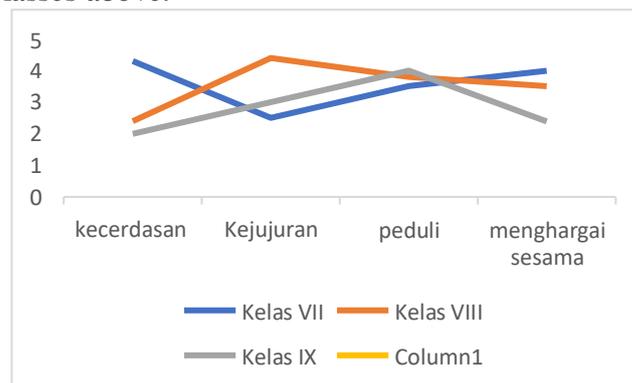
Figure 1. Students' Intelligent Character

From the data obtained, it can be seen that the level of character intelligence at each level gets different results. In grade 7 children have a good intelligence level of 5% among the other two classes but experience a decrease in the level of honesty and a significant increase in caring and respect for others. Grades 8 and 9 are known to have a lower intelligence level of 2% than the previous class. but experienced an increase in honesty, caring and decreased in respect for others, what is meant is that children at the first level of high school have a low sense of honesty. This is because this year the child still has to experience adaptation to a higherclass than before. Significant increases in intelligence, caring and respect for others occurred in

the three classes. But unfortunately the sense of respect for each other in grade 9 has decreased. So it can be noted that data on character education for junior high school children does need serious handling in order to get an increase as expected.

Conclusion

In accordance with these data, the conclusion is that the cultivation of character education needs to be paid more attention to ninth graders because they will more easily fall into bad things if they are not planted well and given a clear introduction. So it can be concluded that the higher the level of respect for others, the higher the level of education, the less significant it is so it can be noted that in junior high school children does need serious handling in order to get an increase as expected. With this data collection, researcher hope to be able to improve intelligence character through English education with structured and systematic system.

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