



# From the Library Review Perspectives: Strategies to Instill Efficient Character Education Values in Indonesian EFL Learning Dynamics

Kristian Florensio Wijaya<sup>1\*</sup>

\*Sekolah Internasional Cita Hati, Samarinda, Kalimantan Timur, Indonesia

Submitted: 31 Dec 2023

Revised : 02 May 2024

Accepted : 31 May 2024

## Abstract

*There should be a decent complementary element to equalize the proficiency-based learning activities attempting to breed skilled, innovative, and knowledgeable target language academicians. Following this belief, professional second language educators should incessantly transmit various kinds of efficient character education values in their daily classroom learning routines as learners begin to showcase more promising and positive learning behaviors in sustaining the continuity of language exposure. This current small-scale library study was enacted to profoundly investigate the possible pedagogical strategies second-language educationalists can internalize to holistically infuse more meaningful character education values in Indonesian EFL learning dynamics. To fulfill this study objective, the researcher employed a thematic analysis approach in this current small-scale library investigation to systematically cluster the most identical research results into some relatable themes. Accordingly, 20 prior character education studies ranging from 2018 to the 2022 year were selected to produce more reliable robust findings. From the thematically categorized research results, the perfect embodiment of efficient character education values was ascertained when Indonesian EFL teachers are willing to play roles as supportive learning facilitators and implement variegated teaching strategies in their regular classroom learning dynamics. Some future recommendations were also depicted for the constant advancement of this educational research field.*

Corresponding e-mail:

[kristianwijaya500@gmail.com](mailto:kristianwijaya500@gmail.com)

Keywords:

*Character education;  
Indonesian EFL learning;  
teaching strategies;  
library review; thematic  
analysis.*

## INTRODUCTION

Education is the major patron for mankind to progressively transform into commendable people who can promote significant contributions to their entire society. Arsyad et al. (2020) avow that by possessing high-quality educational levels, the opportunities for academicians to achieve gratifying

life achievements will be higher since they have become more skillful in the subject-specific fields. Therefore, it is crucial for educators in a globalized world to provide their students with a diverse range of skills that will enable them to succeed in future life endeavors. This contention is mutually interlinked with Barakhsanova et al. (2020) theorizing that it is indispensable for modern educators to start prioritizing the nurturance and improvement of life competencies to be mastered by learners to prepare their readiness while confronting a vast array of working field obstacles. Nevertheless, infusing good character education values within learners' academic journeys is equally pivotal. By possessing laudable characters, learners can effortlessly apply their previously acquired knowledge and skills in various life settings. This rewarding educational outcome happens since learners inculcating positive characters are more capable of discerning the appropriate situations where their knowledge and skills can supportively assist others. The above-elucidated explications are positively linked to Munawaroh et al. (2022) asserting that with the constant accompaniment of character education, learners will become more aware of their existing learning and life surroundings in which they become more adaptable in internalizing their acquired knowledge and skills. In a similar vein, character education can supportively assist learners to efficiently overcome a vast array of hurdles occurring in their academic and working circumstances. As a result, these learners will gradually transform into more resilient knowledge seekers who do not easily give up on the adverse conditions they are currently facing. The aforementioned conception is tightly interwoven with Elbes and Oktaviani (2022) theorizing that after being immersed into a series of character education enterprises, learners have a higher level of tendency to persistently proceed into varied adverse learning activities as they already infused a robust mentality while being crammed with unpleasant situations.

On the contrary, embedding meaningful character education values in nowadays teaching-learning dynamics is not an easy mission. Since young generations are more inclined to satisfy their selfishness, they do not take the utmost prioritization on the critical role of possessing good character while participating in their academic lives. All these arguments are corroborated by Rohadi (2019) revealing that the majority of young future generations in the 21<sup>st</sup>-century era are more liable to elevate their desired academic and life competencies without pondering conscientiously on their behaviors resulting in the continual deterioration of their morals. The more serious impediment precluding learners from cultivating meritorious behaviors is teachers' unconsciousness in imparting their essentialism of character education at the commencement of their regular teaching-learning processes. Due to the heavy and demanding workload, educators in this modern age are more prone to fulfill their responsibilities by merely entering the classrooms to address the targeted learning materials. In other words, the strong character education provided does not align with the high level of academic skills that students have acquired. This taxing educational obstruction is in line with Saida and Rohana (2022) stating that because of insistent demands placed by modern educational institutions, worldwide educationalists missed valuable opportunities to invest character education values in their classroom learning routines, degrading the decent behaviors, actions, and attitudes that must be performed by learners.

In global EFL learning enterprises, a constructive introduction to character educational values is inevitably crucial. Since English language learning dynamics constantly commission second language learners to establish mutual communication events with other interlocutors in interchanging their perspectives, conceptions, and socio-cultural values, a comprehensive understanding of character educational values can pave a more promising pathway for second language learners to not only undergo meaningful interactions but also reinforcing the positive rapport with others. All these

aforementioned benefits are parallel with Sasalia and Sari (2020) who strongly suggested worldwide EFL educators take the fullest prioritization concerning the actual incorporation of character education values in their curriculum, lesson plans, syllabus, and learning activities to allow second language learners to get various good impressions from other target language speakers in consequence of their positive saying, encouraging words, and generous actions. There are several strategies second-language educationalists can harness to make the best use of character education values in their daily classroom learning vicinities. The first probable approach is educators need to incessantly showcase laudable actions that are mutually connected with what has been said to their learners. This suggested action is the main core of character education values implementation as learners are highly prompted to imitate the similar good behaviors that have been displayed by their teachers. Iqbal and Sulej (2022) have likewise noted the key importance of juxtaposing what has been taught with the currently applied actions to be ceaselessly shown by professional educators by which learners will have a higher level of tendency to release identical good actions in their tangible life occurrences. The second possible way second language educators can embody to ascertain the successful internalization of character education values in their learners' lives is the continuous exposure of moral values forming in every single learning topic. This implies that EFL teachers should facilitate open and interactive classroom conversations about the practical applications and life lessons learned from specific topics, following the completion of each lesson. By carrying out this initiative, second language learners will be more motivated to consistently nurture their good character in their academic and life pathways since they have experienced impactful outcomes after performing a certain number of positive actions. These underlying principles are in conformance with Anugraheni et al. (2018) emphasizing the crucial importance of investing character education values at the onset of regular second language teaching-learning dynamics wherein EFL learners can rejuvenate their current mindsets that commendable behaviors, attitudes, actions, and characters can bring about impactful transformation to their future lives. The last meaningful method second-language educators can insistently utilize to ascertain the best usage of character education values is the well-composed supervision toward learners who are still struggling to change their improper conduct, behaviors, and attitudes. These long-lasting supervisions are paramount as EFL learners will feel touched by every suggestion, motivation, encouragement, and advice given by their teachers that can gradually result in a remarkable behavioral transformation. Syafrijal and Desyandri (2019) articulate that second-language educationalists should impart more compassionate educational supervision to be continually given to their learners by which they are more encouraged to transfigure their unruly behaviors into more decent characters.

Five previously related studies have been conducted in relevant to the major research topic proposed above. Amelia and Permana (2021) unfolded that a great number of Indonesian EFL learners have instilled a more robust learning desire after being exposed to the good character educational values nurturance in their English textbooks. Haloho and Lasito (2023) uncovered that Indonesian EFL learners having been introduced to meaningful character education values were more liable to provide supportive learning assistance and show more empathy toward the specific learning hindrances experienced by their learning counterparts. Hartanto and Agustina (2022) unveiled that a predominant number of Indonesian EFL learners had become more proactive, supportive, and creative learning participants amidst the integration of character education and digital learning platforms. Maulidya et al. (2023) highly recommended Indonesian EFL educators to equip their learners with character education values at the outset of their daily teaching-learning routines in which they start addressing a higher degree of reverence to other learning companions deriving from distinctive socio-



cultural backgrounds. In an ultimate study, Nurhayya and Tamela (2021) strongly advocated that Indonesian EFL educationalists arm their learners with character education values in their academic learning journeys where they gradually transform into more responsible, autonomous, and optimistic academicians who always attempt their best learning efforts despite formidable learning hurdles they are currently facing. Although these five prior studies have promoted promising enlightenment concerning the crucial importance of character education values in Indonesian EFL learning contexts, none of them have made an apparent attempt to explore the probable strategies that are applicable and appropriate to escalate character education values maximization in our daily learning enterprises. To comply with the above-stated research drawback, the researcher actualized this small-scale library review to address some efficient solutions for Indonesian EFL educators who are still feeling perplexed while attempting to integrate their particularly-made lessons with character education values. To that end, one research problem was raised in correspondence with the above-mentioned study objective i.e., What are the possible strategies that can be utilized by Indonesian EFL teachers to instill efficient character education values?

## RESEARCH METHOD

This qualitative study was framed by a library analysis method. The researcher made use of a library analysis method to generate more credible, relatable, and robust research results. Klassen et al. (2012) postulated that with the continual supervision of a library analysis method, the researchers are more likely to attain more reliable, trustworthy, and applicable research findings as iterative and in-depth data analysis processes are continuously conducted. To minimize unintended mismatch among the impending research results, the researcher conscientiously selected character education values journal articles specifically based on Indonesian EFL learning contexts. Furthermore, the researcher simultaneously chose these previously-published journal articles ranging from 2018 to 2022 year. This library analysis study focuses on the most recent five years of annual research publications, prioritizing them to produce more impactful findings that can drive improvement in second language learning initiatives. Two standpoints are propelling the researcher to conduct a more profound exploration of this research topic. Firstly, the researcher aimed to shed a little enlightenment on Indonesian EFL educationalists' perspectives that character education values are as equally essential as regular language proficiency skills exposure. Secondly, the researcher attempted to raise Indonesian EFL educators' professional awareness that the successful internalization of character education can potentially promote a higher level of pervasiveness towards every single academic and life aspect undergone by second language learners, Hence, the earlier investment of these character education values is crucial since the young language learners' ages. For the data analysis processes, the researcher synchronously incorporated a thematic analysis approach. In support of a thematic analysis approach, the researcher categorized each identical research result accordingly and constructively to be fully understood by the targeted research stakeholders. This beneficial research outcome can truly take place since the researcher thematically subsumed each generated research finding to fall into some specific categories. In the data delineation processes, the researcher expounded each particularly-formed research theme with the endorsement of relevant theories and findings to increase the conformity of these research outcomes with the above-depicted research topic.

## RESULTS AND DISCUSSIONS

Two major specific themes were stipulated after the researcher conducted an in-depth thematic analysis. These two themes specifically represented the probable efficient strategies second language teachers can harness to infuse effective character education values in Indonesian EFL learning enterprises. The subdivided research themes were: (1) EFL educationalists should design moral-oriented topical lessons and (2) EFL educators need to address more constructive teaching-learning dynamics. More profound data delineations can be discerned in the subsequent lines.

### Theme 1: EFL Educationalists Should Design Moral-Oriented Topical Lessons

Theme 1	Authors
EFL educationalists should design moral-oriented topical lessons	Amalia (2018); Djamdjuri et al. (2022); Lukman et al. (2021); Manalu and Marpaung (2018); Martina et al. (2021); Mu'alimah et al. (2020); Muhtar et al. (2019); Purnamasari (2021); Putri et al. (2020); Yusnan (2022).

It is highly indispensable for Indonesian EFL educators to instill moral-oriented topical lessons at the commencement of their teaching-learning enterprises. One of the probable efficient learning strategies worthwhile to utilize to embody these more holistic character education values is the continual utilization of digital storybooks. In the support of digital storybooks, Indonesian EFL learners will inculcate a higher degree of intellectual curiosity upon exploring a wide variety of appealing storylines. Hence, second-language educators have broader opportunities to integrate character education values inside these interesting storylines. By doing so, Indonesian EFL learners simultaneously gain a significant degree of benefits in terms of their target language skills and positive character growth. Djamdjuri et al. (2022) highly recommended that Indonesian EFL learning instructors start implementing the further usage of digital storybooks in their regular classroom learning activities in which second language learners are constantly motivated to discover various paramount moral lessons to be cultivated in their daily lives. However, an incessant immersion in technological-based learning integration is not adequate to sustain the robust development of efficient character education values within Indonesian EFL learners' academic trajectories. Second-language educationalists need to gradually transform into more supportive learning companions, faithful listeners, and innovative learning planners. These three aforementioned roles are crucially important in which Indonesian EFL learners will start to imitate the displayed saying, behaviors, and actions showcased by their teachers. This conception is in accord with Lukman et al. (2021) unearthed that the majority of Indonesian EFL learners have progressively turned into more obedient, responsible, and supportive learning community members after experiencing emotionally supportive as well as stress-free classroom climates induced by their learning instructors. Another promising teaching approach rewarding to be insistently incorporated to maximize the fullest utilization of character education values in Indonesian EFL learning contexts is critical self-reflection. During the immersion of this learner-oriented learning process, second-language educators commission their learners to ponder more on their particular sayings, behaviors, and attitudes intended for the betterment of their commendable learning behaviors. With the continual accompaniment of this learning method, better classroom management can potentially provoke more meritorious learning rewards to be attained by

Indonesian EFL learners. All these standpoints are in agreement with Mu'alimah et al. (2020) who discovered that a great number of Indonesian EFL learners could self-regulate their learning activities without intensive interference from their teachers amidst the ceaseless exposure to critical self-reflection technique where they made notable discernment concerning the appropriate actions best fitting with their current learning situations.

Furthermore, Indonesian EFL educationalists also need to establish sensible and righteous classroom rules at the onset of their teaching-learning dynamics. Clearer classroom regulations will exert a more potent control on unintended saying, behaviors, and conducts that can be potentially performed by learners. Moreover, language learners can conscientiously manage their forthcoming actions before saying or doing a particular number of actions influencing the escalation of positively sound classroom learning circumstances. Putri et al. (2020) adduced that with the presence of decent classroom rules and regulations, Indonesian EFL learners can significantly obtain more valuable learning benefits in the long run as they learn extensively how to manage their certain behaviors and actions to receive the intended best learning appreciations they are longing. As professional second-language educators, Indonesian EFL teachers should display a higher degree of patience, respect, and attentiveness while dealing with a particular number of unruly learners' attitudes. Toward that end, Indonesian EFL educationalists are required to impart intensive moral-based lesson supervision in their leisure moments with the hope that the supervised learners start realizing that their previous actions are deviating from the social and moral norms. The above-explained contentions are substantiated by Yusnan (2022) who discovered that young EFL learners start transforming their unaccepted behaviors into better ones after intensively receiving moral-based lesson guidance addressed by forbearing teachers.

#### Theme 2: EFL Educators Need to Address More Constructive Teaching-Learning Dynamics

Theme 2	Authors
EFL educators need to address more constructive teaching-learning dynamics	Aghni et al. (2020); Elbes and Oktaviani (2022); Fawait et al. (2020); Makhroji and Imran (2020); Oktarina et al. (2021); Panggabean (2022); Ratnasari et al. (2022); Nurjamin and Syafitri (2021); Triarisanti et al. (2022); Wiyati (2019).

It is essential to emphasize that Indonesian EFL teachers must make it a top priority to develop and implement more effective and engaging teaching methods that can successfully instill valuable character education principles in their students. One of the contextual and best-fitting learning approaches that can positively support the fruitful inducement of positive character education values reinforcement is enlightenment of collaborative learning strategy. By participating in collaborative learning activities, Indonesian EFL learners can terrifically foster their targeted language proficiency levels and positive character traits to the utmost growth. These influential learning rewards take place since Indonesian EFL learners will gain richer perspectives on their specifically discussed topical lessons from collaborative sharing dynamics and have wider opportunities to establish more mutual teamwork with other learning companions inculcating distinctive objectives, perspectives, and opinions. Aghni et al. (2020) advocated Indonesian EFL educators immerse their learners into a vast variety of collaborative learning activities at the outset of their daily classroom learning routines wherein they begin to set up a

higher level of belongingness with each other in terms of group negotiations and discussions. It is equally important for Indonesian EFL teachers to realize more self-reliant, mature, and resilient academicians when their educated learners have graduated from various educational institutions. Anchored on this noteworthy educational objective, professional learning instructors need to engage learners in self-regulated learning activities. In self-regulated learning activities, Indonesian EFL learners will gain a vast array of valuable life skills essential for their future lives such as responsibility, problem-solving skills, critical thinking skills, time management, and environmental control. These five life competencies can pave more enlightening pathways for Indonesian EFL learners to become more successful people in the prospective events as they have gained a more profound awareness of how to overcome a certain number of learning issues without depending too extensively on their teachers. On a similar note, Fawait et al. (2020) confessed that Indonesian EFL learners will have wider chances to continually shift into more efficient problem-solvers and judicious decision-makers after being armed with self-regulated learning activities in which they autonomously overcome their presently situated learning obstacles with the sparse assistance imparted by their learning instructors and learning counterparts.

Moving on to one of the pivotal 21st-century teaching-learning strategies, the blended learning approach has proved to be one of the useful methods for Indonesian EFL educationalists to inherit and transmit laudable character education values to language learners. This possibility occurs since Indonesian EFL learners taking part in blended learning activities are more prone to provide supportive learning assistance to each other to collectively attain more gratifying learning achievements. These mutual complementary supervisions can outstandingly elevate the empathic characters residing within second language learners as they imagine that various kinds of learning hindrances can likewise affect their learning enthusiasm to impart their best learning performances. All of these conceptions are assented to by Oktarina et al. (2021) propounding that after being equipped with blended learning activities, Indonesian EFL learners have a higher level of tendency to address more mutual learning support to other learning community members confronting with adverse learning situations resulting in the remarkable enhancement of their empathic behaviors. In a similar vein, technology-enhanced flipped learning strategy is evinced to play a crucial role in habituating admirable character education values in Indonesian EFL learners' academic lives. Since flipped learning platforms deliberately allowed Indonesian EFL learners to freely and positively share their specific contentions with other learning companions, they began to take part in these online learning activities willingly and enthusiastically affecting the continual advancement of their proactive character attributes. Triarisanti et al. (2022) agreed that during the companionship with a technology-enhanced flipped learning strategy, Indonesian EFL learners are more liable to take active parts in the designated online group discussions where they confidently disseminate their particular beliefs, perceptions, and ideas to broaden other learning counterparts' understanding. In the end, Indonesian EFL teachers are highly advised to structure their already-enacted syllabus, lesson plans, learning activities, and learning assessments in harmony with the character education values they aim to introduce to their learners. Well-composed and in-depth character education values learning plans can act as one of the major driving forces for Indonesian EFL learners to start transfiguring themselves into more positive and supportive learning participants as there is appropriateness between these imparted character-building lessons with the current learning conditions faced by learners. The aforementioned conception parallels with Panggabean (2022) affirming that Indonesian EFL educationalists are requested to have clearer goals in their minds and teaching agenda before concatenating the designated character education values with their daily learning lessons to avoid any kinds of unwanted discrepancy between the required curriculum that must be taught to learners and

positive character building integration to be placed in their teaching-learning plans.

## CONCLUSIONS AND RECOMMENDATIONS

To recapitulate, it is noteworthy for professional Indonesian EFL educationalists to start integrating their proficiency-based regular topical lessons with the nourishment of efficient character education values as second language learners can potentially reap a significant degree of learning benefits not merely in their proficiency skills development but also positive character growth. Two best probable ways can be further harnessed to actualize these holistic learning objectives. Firstly, Indonesian EFL educators need to play their roles as exemplary role models in the presence of diverse learners. By releasing this action, second language learners will have a stronger tendency to replicate the praiseworthy saying, actions, and behaviors that are constantly showcased by their teachers. Secondly, Indonesian EFL learning instructors should structure their particularly designed teaching aids and resources best fitting with present learners' learning needs, preferences, and situations. This suggested action needs to be taken initiatively by our educators since Indonesian EFL learners will be more committed to participating supportively, proactively, and enthusiastically in the targeted teaching-learning processes when they have undergone noticeable competencies and character transformation enabling them to become more successful academicians. This current small-scale library investigation was not without limitations. Thus, future researchers are recommended to replicate this present small-scale library study by reviewing a greater number of published scientific works delving into the crucial importance of inculcating efficient character education values in worldwide EFL learning contexts to provide more insightful and thoughtful points of view for educational stakeholders. It is similarly essential for prospective researchers to conduct a deeper exploration concerning the meaningful set of teaching methodologies that can be utilized by Indonesian EFL teachers while introducing effective character education values in one of the four main English language skills; listening, speaking, reading, and writing. Since receptive and productive language skills require distinct approaches, it is vital to provide more detailed guidance on how to integrate character education values into language instruction, enabling teachers to develop more effective and consistent teaching methods that foster meaningful learning experiences. Despite all these shortages, the previously-reviewed research results have kindled Indonesian EFL teachers' bravery, persistence, and commitment to amalgamate their daily routine subject-specific matters with transformative characters education values in diverse ranging classroom vicinities as there are manifold classroom learning strategies and management being offered to realize proficient academicians possessing commendable character attributes.

## REFERENCES

- Aghni, L. A., Vianty, M., & Petrus, I. (2020). Character education in English subject: Teachers' perceptions and strategies. *JEES (Journal of English Educators Society)*, 5(2), 127–134. <https://doi.org/10.21070/jees.v5i2.420>
- Amalia, S. D. (2018). Character education in Indonesian English as a Foreign Language (EFL) textbooks: Does it still exist?. In *Character Education for 21st Century Global Citizens* (pp. 549-554). Routledge.
- Amelia, N. P., & Permana, S. (2021). Investigating Character-Building Values in English Textbook Entitled Bahasa Inggris for Grade X. *Stairs*, 2(1), 32–42. <https://doi.org/10.21009/stairs.2.1.5>
- Wijaya, K. F. (2024). From the Library Review Perspectives: Strategies to Instill Efficient Character Education Values in Indonesian EFL Learning Dynamics. *STAIRS: English Language Education Journal*, 5(1).





- Anugraheni, S., Baridwan, Z., & Mardiaty, E. (2018). Determinant of System Use and Its Effect on the Performance of Government Organizations. *International Journal of Multicultural and Multireligious Understanding*, 5(6), 41. <https://doi.org/10.18415/ijmmu.v5i6.486>
- Arsyad, Z., Wati, M., & Suyidno, S. (2020). The Effectiveness of the Module Static Fluid with Authentic Learning to Train Students' Problem-Solving Skills. *SEJ (Science Education Journal)*, 4(2), 113–128. <https://doi.org/10.21070/sej.v4i2.1017>
- Barakhsanova, E. A., Prokopyev, M. S., Olesova, S. G., Olesov, N. P., Lukina, T. N., Sorochinskiy, M. A., & Tatarinov, F. F. (2020). Transdisciplinary Approach To the Learning Process Organization in the E-Learning Information Environment of a College. *International Transaction Journal of Engineering Management \& Applied Sciences \& Technologies*, 11(3), 1–12. <https://doi.org/10.14456/ITJEMAST.2020.53>
- Djamdjuri, D. S., Retnowati, N., & ... (2022). Promoting Character Values for Efl Students Through Digital Learning Material. *English Journal*, 16(1), 24–37. <http://ejournal.uika-bogor.ac.id/index.php/ENGLISH/article/view/6927%0Ahttp://ejournal.uika-bogor.ac.id/index.php/ENGLISH/article/viewFile/6927/3457>
- Elbes, E. K., & Oktaviani, L. (2022). Character Building in English for Daily Conversation Class Materials for English Education Freshmen Students. *Journal of English Language Teaching and Learning*, 3(1), 36–45. <https://doi.org/10.33365/jeltl.v3i1.1714>
- Fawait, A., Setyosari, P., Sulthoni, & Ulfa, S. (2020). Identification of factors affecting of character education program on high school students' self-regulation skills. *Journal for the Education of Gifted Young Scientists*, 8(1), 435–450. <https://doi.org/10.17478/jegys.683155>
- Haloho, A. V., & Lasito, L. (2023). The Nature of Collaboration in Collaborative Editing Task: Evidence of First Language Use and Patterns of Interaction. *Stairs*, 4(1), 28–40. <https://doi.org/10.21009/stairs.4.1.3>
- Hartanto, M. D., & Agustina, I. W. (2022). The Incorporation of Character-Building Values in Digital Learning Materials for SMP Students. *Stairs*, 3(2), 95–103. <https://doi.org/10.21009/stairs.3.2.3>
- Iqbal, Q., & Piwowar-Sulej, K. (2022). Sustainable leadership in higher education institutions: social innovation as a mechanism. *International Journal of Sustainability in Higher Education*, 23(8), 1–20. <https://doi.org/10.1108/IJSHE-04-2021-0162>
- Klassen, A. C., Creswell, J., Plano Clark, V. L., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of Life Research*, 21, 377–380.
- Lukman, Marsigit, Istiyono, E., Kartowagiran, B., Retnowati, H., Kistoro, H. C. A., & Putranta, H. (2021). Effective teachers' personality in strengthening character education. *International Journal of Evaluation and Research in Education*, 10(2), 512–521. <https://doi.org/10.11591/ijere.v10i2.21629>
- Makhroji, M., & Imran, I. (2020). Improving Character Education Strengthening Through Edmodo-Based E-Learning. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 2262–2267. <https://doi.org/10.33258/birci.v3i3.1159>
- Manalu, D. B., & Marpaung, T. I. (2018). Student Teachers' Ways To Integrate Character Values In EFL Classroom. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 23(7), 37–42. <https://doi.org/10.9790/0837-2307073742>
- Martina, F., Hidayat, S., & Akbarjono, A. (2021). The Implementation of Character Education in EFL Class. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(3), 342–352.



- Maulidya, A. D. S., Palupi, T. M., & Agustina, I. W. (2023). Cultural Contents in MyEnglishStep Digital Learning Materials for Junior High School Students. *Stairs*, 4(1), 1–16. <https://doi.org/10.21009/stairs.4.1.1>
- Mu'alimah, S. R., Zuhriyah, M., & Agustina, R. K. (2020). Investigating the implementation of Character Education in an Indonesian EFL Classroom. *Edulangue*, 3(2), 185–204. <https://doi.org/10.20414/edulangue.v3i2.2430>
- Muhtar, S. N., Nurwanti, D. I., & Dalimunthe, R. N. R. P. (2019). “I Teach Character in My Class”: Integrating Character Education in EFL Reading Classroom at Islamic Higher Education. *Jurnal Pendidikan Islam*, 4(2), 93–102. <https://doi.org/10.15575/jpi.v4i2.4001>
- Munawaroh, N., Nazib, F. M., & Putri, M. (n.d.). *Implementation of Literacy Culture in Improving the Character of Students : Case Study at SMA Asshiddiqiyah Garut*. 43–58.
- Nurhayya, F., & Tamela, E. (2021). Character Building Values in Student Teacher’s Lesson Plans: A Content Analysis. *Stairs*, 2(1), 17–24. <https://doi.org/10.21009/stairs.2.1.3>
- Nurjamin, L. R., & Syafitri, G. A. (2021). An EFL Teacher’s Voice on The Inculcation of Character Values. *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 1(2), 133-146.
- Oktarina, K., Suhaimi, Santosa, T. A., Razak, A., Irdawati, Ahda, Y., Lufri, & Putri, D. H. (2021). Meta-Analysis: The Effectiveness of Using Blended Learning on Multiple Intelligences and Student Character Education During the Covid-19 Period. *International Journal of Education and Curriculum Application*, 4(3), 184–192. <http://journal.ummat.ac.id/index.php/IJECA/article/view/5505>
- Panggabean, J. Z. Z. (2022). Reflecting the Value of Character Education in Lesson Planning. *Jurnal Ilmiah Sekolah Dasar*, 6(1), 66–74. <https://doi.org/10.23887/jisd.v6i1.41427>
- Purnamasari, I., & . N. (2021). Challenges and Opportunities in the Implementation of Strengthening Character Education in Efl Classroom. *English Journal*, 15(1), 25. <https://doi.org/10.32832/english.v15i1.4560>
- Putri, N. P. J. E., Artini, L. P., & Wahyuni, L. G. E. (2020). EFL Teachers’ Perception and Strategies for Integrating Character Education into the Lesson. *Jurnal Pendidikan Dan Pengajaran*, 53(1), 1. <https://doi.org/10.23887/jpp.v53i1.19172>
- Ratnasari, A., Suryati, N., & Laksmi, E. D. (2022). Face-To-Face Efl Classrooms in Junior High School : the Strategies and Challenges. *Jurnal Pendidikan Humaniora*, 10(1), 1–8. <http://journal.um.ac.id/index.php/jph/article/view/15135>
- Rohadi, T. (2019). A Multi-Level Collaborative and Cooperative Writing Class in Inducing Character Building (A Model of An Integration Between Teaching Writing and Character Education). *English Journal Literacy Utama*, 3(1), 9–17. <https://doi.org/10.33197/ejlitama.vol3.iss1.2019.35>
- Saida, S., & Rohana, R. (2022). Analysis of Democratic Character, National Spirit and Love for the Homeland in Elementary School Children. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(1), 170. <https://doi.org/10.33394/jk.v8i1.4584>
- Sasalia, O. A., & Sari, F. M. (2020). Utilizing Novel in the Reading Class To Explore Students’ Viewpoint of Its Effectiveness. *Journal of English Language Teaching and Learning*, 1(2), 56–61. <https://doi.org/10.33365/jeltl.v1i2.606>
- Syafrijal, S., & Desyandri, D. (2019). Deveopment Of Integrated Thematic Teaching Materials With Project Based Learning Models In Class IV of Primary School. *International Journal of Educational Dynamics/IJEDS*, 1(2), 87–92. <https://doi.org/https://doi.org/10.24036/ijeds.v1i2.110>



- Triarisanti, R., Lubis, A. H., & Ansas, V. N. (2022). Can Technology-Enhanced Flipped Learning Instill Character Education? Indonesian Undergraduate Efl Students' Perceptions. *English Review: Journal of English Education*, 10(3), 771–782. <https://doi.org/10.25134/erjee.v10i3.4687>
- Wiyati, R. (2019). Character Building: Are Efl Teachers Ready? (Voices From Language Classrooms). *JELA (Journal of English Language Teaching, Literature and Applied Linguistics)*, 1(2), 35–46. <https://doi.org/10.37742/jela.v1i2.9>
- Yusnan, M. (2022). Implementation Of Character Education In State Elementary School. *ELS Journal on Interdisciplinary Studies in Humanities*, 5(2), 218–223. <https://doi.org/10.34050/elsjish.v5i2.21019>