

Instrument development for integrating character education in ELT materials: Students' needs survey

Dyah S. Ciptaningrum^{1*}, Hilda Nur Fadhlia², Megan Jinabe³, Hameeda Kalatingal⁴, Zhao Yu⁵

¹ English Language Education Department, Faculty of Languages Arts and Cultures, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia (*Corresponding Author)

dyah_ciptaningrum@uny.ac.id

² UIN Sunan Kalijaga Yogyakarta, Language Development Center
haihildafadhlia@gmail.com

³ Universitas Negeri Yogyakarta, Language Education Sciences, Faculty of Languages, Arts, and Cultures

meganjinabe.2023@student.uny.ac.id

⁴ Department of Education, Devaki Amma Memorial Teacher Education College, Chelembra, Malappuram, Kerala, India

hameedakalathingal@gmail.com

⁵ Translation and English Department, School of Foreign Languages, Qilu Normal University, Jinan, Shandong Province, China.

1274716695@qq.com

DOI: <http://dx.doi.org/10.26418/jeltim.v6i2.84102>

Abstract

In addition to acquiring language skills, English students need to develop characters to become responsible global citizens. Learning materials play a crucial role in building students' competencies, making it essential to integrate character education (CE) into English language teaching (ELT) materials. This study aims to develop valid and reliable survey instruments to collect data on students' needs for designing CE-integrated materials. Using the MEASURE approach, the instrument framework is based on ELT and CE theories. A pilot survey was conducted, and Cronbach's Alpha and Confirmatory Factor Analysis (CFA) were used to ensure reliability and validity. The results confirm the instrument's suitability for larger-scale application to assess students' needs for CE in classrooms. Researchers and educators can use this tool to gain insights into student expectations and gaps in CE integration. Future research is recommended to test the instrument at different educational levels and to develop complementary instruments capturing teachers' perspectives to further enhance the integration of CE in ELT.

Keywords: character education; emancipated curriculum; English language teaching; instrument development; materials

How to cite this paper: Ciptaningrum, D. S., Fadhlia, H. N., Jinabe, M., Kalatingal, H., & Yu, Z. (2024). Instrument development for integrating character education in ELT materials: Students' needs survey. *Journal of English Language Teaching Innovations and Materials (Jeltim)*, 6(2), 98-124. <https://doi.org/10.26418/jeltim.v6i2.84102>

To link to this article: <https://doi.org/10.26418/jeltim.v6i2.84102>



This work is licensed under a Creative Commons Attribution NonCommercial-ShareAlike 4.0 International License.

In the context of English as a Foreign Language (EFL), English Language Teaching (ELT) offers profound benefits beyond linguistic proficiency. It enhances communication skills, providing access to global knowledge and fostering critical thinking (Bacon, 2017). ELT also promotes cultural awareness, empathy, and self-confidence, while equipping students with a competitive edge in the job market and enabling social mobility. It is crucial in shaping not only the linguistic abilities of students, but also their overall development as responsible and ethical individuals. By integrating Character Education (CE), ELT contributes to the holistic development of students, preparing them to be responsible global citizens capable of navigating and contributing to an interconnected world.

Furthermore, learning materials have been a crucial factor in students' success in building their competencies in English. It is, then, timely to provide English language students with learning materials that not only integrate CE with English language knowledge and skills, but also provide opportunities for students to practice what they have learned in real life contexts. This provides students opportunities to learn more deeply, related to language use in real-life scenarios (Yang, 2022).

CE in ELT plays an important role in shaping not only language proficiency, but also ethical and moral values among learners. Those aspects are represented in the students' behavior quality improvement. Character education can also boost students' motivation towards their learning (Zurqoni et al., 2018). They could build a good rapport with the school citizens, especially teachers. Therefore, they could maintain their personal focus on learning and improve their overall academic achievements.

Virtues and values embedded in students' profiles have been criticized all around the world, especially in larger countries (Fernández Espinosa & López González, 2024). It has been a concern for both schools and homes to instill these virtues and values to the students, since academics is not the only thing they deal with. Students today are categorized as Generation Z with the most distinctive feature of being familiar with the use of digital technologies (Jayatissa, 2023). Their exposure to digital technologies may put them at risk on several fronts.

This "Z" generation, then, needs character education to protect themselves from problems in adolescence, such as a bad work ethic, drug and alcohol abuse, sexual activity, violence, lying, cheating, stealing, and bullying.

Character Education as defined by Thomas Lickona (Lickona et al., 2007), an expert in CE, is an approach aimed at rising virtues to lead individuals in obtaining meaningful lives and giving positive contributions to society (Susanti, 2022). To be specific, CE is a set of positive traits that come from one's thoughts, heart, and body (psychological and mental elements), covering things like knowing goodness and being eager to do good deeds (Suherman, 2018).

This idea is in line with the hope of the Indonesian government in implementing CE in the educational context. Under the umbrella of its curriculum known as the Emancipated Curriculum (Kurikulum Merdeka), a CE framework is rooted, which is popularly known by the term "Pancasila Student Profile". "Pancasila Student Profile", or Profil Pelajar Pancasila, is a foundational principle in CE (Aditomo, 2021). Pancasila Student Profile strengthens Indonesian students' character to be competent lifelong learners and behave according to the values of Indonesian ideology: Pancasila. They are also seen as a way of thinking, an ideology, and a foundation of morality for the Indonesian people to engage in local and global dynamics (Nurizka et al., 2020).

Indonesian students are expected to have the competence to become democratic citizens who are productive in the 21st century, understand the national identity, and are able to participate in global development. The "Pancasila student profile" is intended to make Indonesian students have six characteristics: (1) faith, fear of God, and noble character, (2) global diversity, (3) cooperation, (4) independence, (5) critical thinking, and (6) creativity. These characters prepare the students to become citizens who prioritize their nation's ideology and are ready for the challenges and changes (Nurizka et al., 2020). Cultivating character education is one of the ways to strengthen this ideology.

The Indonesian Character Education framework (Pancasila Students Profile) can be both implemented during the process of teaching and learning in the classroom and arranged as projects out of the classroom, even though the implementation of these is designed separately from the intercurricular materials in the classroom (Kementrian Pendidikan dan Kebudayaan, 2021). During its implementation in the classroom, CE is directed to achieve learning goals during the class. Meanwhile, it is directed to complete the competence of Pancasila Students during the implementation of projects to strengthen the Pancasila Students' Profile.

However, CE implementation in ELT needs a good strategy to create an effective implementation process. CE should be integrated within the framework of the school-based instruction, school culture, and the community (Temiz, 2016). Unfortunately, teachers still have limited supportive and guiding examples for

implementing Pancasila Values to instill CE in the teaching and learning process (Natalia et al., 2021). They have found that the government only provides socialization through the teacher's working group, with less clear technical instruction and learning resources in the classroom. This adds to the teachers' burden in the implementation of CE during the teaching and learning process.

Moreover, CE is often neglected in the English teaching and learning process and rarely instilled in its materials (Aningsih et al., 2022; Muthohar, 2021). Learning materials have been a crucial factor in students' success in building their competencies in English. However, there are limited English language learning materials that focus on instilling character education (Purba et al., 2020) that meets the specific learning needs of Generation Z in Indonesia. Most available learning materials present the teaching of character through reading texts with character education virtues (Kusmana et al., 2020). It is then timely to provide English language students with learning materials that not only integrate the teaching of character with English language knowledge and skills, but also provide opportunities for students to practice what they have learned in real life contexts that are appropriate for the characteristics of Indonesia students today.

To fill this gap, this study is conducted to investigate the students' needs analysis by developing a survey instrument integrating Davidson, Lickona, Khmelkov (2008) and Pancasila Students Profile (Aditomo, 2021) to know students' needs in CE. A framework by Ciptaningrum (2017) is also applied to obtain the students' needs in online materials development. Therefore, to achieve the study's objectives, the research focuses on two primary questions: how to develop a set of survey instruments to assess the needs of EFL students in CE, and how to test the validity and reliability of these instruments. Consequently, the study aims to create a comprehensive set of survey tools for analyzing the needs of EFL students in CE and to evaluate the effectiveness and reliability of these tools.

METHOD

This research follows some steps from the MEASURE approach for instrument development. In developing the instrument to measure ELT students' needs in Character Education (CE) implementation integrating Pancasila values, the researchers applied The MEASURE Approach presented by Kalkbrenner (2021). It is a quantitative approach which requires the researchers to obtain numerical data utilizing survey techniques. To follow this method, the researchers followed seven stages of this MEASURE Approach.

First, the researchers made the purpose and rationale clear. We defined the intention to create a needs analysis instrument to find the students' needs on materials development in English Language Teaching (ELT) related to Pancasila Students' Profile. In the next step, the researchers determined an empirical

framework to develop the instrument. Character Education framework set by Lickona et al. (2007) was used to create the instrument. It was matched to the six dimensions of Pancasila Students' Profile namely (1) faith and piety to God Almighty and having noble character, (2) global diversity, (3) cooperation, (4) independence, (5) critical thinking, and (6) creativity. In addition, online materials survey items developed by Ciptaningrum (2017) were added to measure the students' preference on technology used during the teaching and learning process. Third, we articulated a theoretical blueprint. The survey item categorizations can be seen in Table 1.

Table 1. Theoretical Blueprint of the Survey Items

Content area	Pancasila Students' Profile Framework	Dimensions	Frequency
		Faith and Piety to God Almighty and Having a Noble Character	17
		Global Diversity	6
		Cooperation	8
		Independence	18
		Critical Thinking	11
		Creativity	4
	Online Materials Development Framework	Familiarity	3
		Practicality	3
		Preference	4

The fourth step was to synthesize content and scale development. In this study, the researchers used four Likert scales to know the students' agreement related to a statement. The Likert scale consists of strongly disagree, disagree, agree, and strongly agree. Next, in the fifth part, the researchers reviewed the instrument content. They reviewed the instrument items together as they reviewed the content. Sixth, recruiting the participants by spreading a questionnaire instrument to 326 participants to pilot the reliability and validity of the instrument. A purposive sampling was applied to find the participants who were actively engaged in the Independence Curriculum. The students coming from some senior high schools in Yogyakarta who were actively using the Independence Curriculum were required to join the research. Seventh, evaluate the validity and reliability construct utilizing AMOS to do Confirmatory Factor Analysis (CFA). The result of the study is analyzed using statistical description elaborated in the results and discussions part of the article.

FINDINGS AND DISCUSSIONS

As stated in the method section, this study aims to develop a set of survey instruments to analyze EFL students' needs in CE and test the survey instrument's validity and reliability. Therefore, this section explores the result of

this study in correlation with the existing theories under the umbrella of the study's goals.

Developing the Survey Instrument

In developing the survey instrument, some grand theories were used as the basis of the design. First and foremost is a CE theory articulated by Person et al. (2009) and Davidson, Lickona, and Khmelkov (2008). The researchers then adapted the existing survey items of the instrument proposed by Davidson et al. (2008). The items are then adjusted in some dimensions to align with the framework of Pancasila Students' Profile instilled in the Emancipated Curriculum. This provides the novelty to the field compared to the similar previous research.

The current research instrument differs significantly from the one developed by Davidson, Lickona, and Khmelkov (2008). While their instrument is grounded in general dimensions of character education – namely knowledge, cognitive, affective, and behavioral aspects – the newly developed instrument is rooted in a framework proposed by the Indonesian government. This framework introduces a more complex structure that encompasses six distinct virtues: religious values, nationalism, integrity, independence, mutual cooperation, and environmental care.

Davidson, Lickona, and Khmelkov's instrument (2008) primarily emphasizes a broad, universal approach to character education, focusing on the internalization of ethical knowledge, cognitive understanding, emotional responses, and outward behaviors that align with good character. These dimensions are universally applicable across different cultural contexts and educational settings.

In contrast, the new instrument reflects the Indonesian government's CE framework (Pancasila Student Profile), consisting of several aspects, namely (1) *beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (faith and piety to God Almighty and having noble character), (2) *berkebinekaan global* (global diversity), (3) *bergotong royong* (cooperation), (4) *mandiri* (independence), (5) *bernalar kritis* (critical thinking), and (6) *kreatif* (creativity) (Aditomo, 2021). The framework is tailored to the specific cultural and national context of Indonesia. It integrates not just the general aspects of character education but also incorporates virtues that are particularly relevant to the Indonesian society. For example, religious values reflect the importance of spiritual and moral development, while nationalism fosters a sense of pride and responsibility towards the country. Integrity and independence emphasize personal moral conduct and self-reliance, whereas mutual cooperation and environmental care highlight the importance of community and sustainability.

The inclusion of these six virtues provides a more nuanced and culturally specific approach to character education. This complexity allows the instrument to address both the universal aspects of character development and the unique virtues that are prioritized within the Indonesian educational context. Consequently, the current instrument offers a more holistic and context-sensitive tool for assessing character education, bridging both global principles and local values.

The first dimension is strongly related to faith and religion. The students are expected to have belief in God, to respect themselves, the people surrounding them, the nature, and the nation. The virtue of global diversity indicates that the students ought to know and respect their culture, communicate with people across cultures, be responsible for the diversity experience, and have social justice. The third virtue, cooperation, shows the aspects of collaboration, care, and sharing. In the next dimension, called independence, the students should become habituated to know themselves, manage their motivation, set their goals, and evaluate the goals. The last virtue represents the aspect of producing original ideas and work and having flexibility in thinking and finding alternative solutions to the problems that occur.

In addition, a dimension designed to capture the urgency of the study comprising six items is entitled “needs analysis” dimension, in the beginning of the instrument. Furthermore, to meet the current rapid technology development, the dimension of “online materials” is then placed as the last dimension of the instrument (Janschitz & Penker, 2022). The items for capturing students’ needs for online materials were adapted from a survey instrument published by Ciptaningrum (2017). This is necessary since the target group of learners for the learning materials that will be developed later is students of today’s “Z” generation who have their own characteristics in their learning preferences and their use of digital technologies.

After the survey instrument draft was developed from the empirical framework to meet the measurement's desired construct, the researchers synthesized its content through the item development process (Kalkbrenner, 2021). The process required the researchers to match the content with the study's goals and ensure that the items align with the adopted grand theories. There were some revisions in terms of editing and reducing some aspects and assembling them in order to avoid redundancy and make them cohesive. The researchers also ensured the items had appropriate font style and size (Sullivan & Artino, 2017). The survey items were also translated into Indonesian to make it easier for the participants to comprehend the meaning. Furthermore, the researchers ensured that each item aimed to capture or answer only one point, briefly and to the point (Burton & Mazerolle, 2011).

Furthermore, to accommodate the participants' responses, the instrument provided a Likert scale. Point 1 represents "strongly disagree", point 2 represents "disagree", point 3 represents "agree", and point 4 means "strongly agree". Next, the draft was triangulated and revised to ensure that the content fit the goals, targeted participants, and adhered to the grand theories (Elangovan & Sundaravel, 2021). The final survey instrument blueprint is presented in Table 2.

Table 2. Developed Survey Instrument Blueprint

Dimension	Indicator Numbers	Number	Amount of Items	Source
1	CNA01-CNA06	1-6	6	Macalister & Nation, 2020
2	A01-A17	7-23	17	
3	B01-B06	24-29	6	Davidson et al., 2008
4	C01-C08	30-37	8	
5	D01-D21	38-55	18	Ciptaningrum, 2017
6	E01-E14	56-66	11	
7	F01-F04	67-70	4	
8	G01-G10	71-80	10	

Table 2 presents the blueprint of the survey instrument, which comprises needs analysis, six virtues of the Pancasila Students' Profile, and online material. Moreover, triangulation and revisions were conducted before the instrument was tested (Bazos et al., 2001). It is strongly essential to have expert judgment within the field of the research to make a firm instrument which is aligned with the intended goals (Elangovan & Sundaravel, 2021). Furthermore, the triangulation step determines whether items measured have the correct concept.

Testing the Survey Instrument

To achieve the second goal, the researchers recruited participants to evaluate the validity and reliability of the survey instrument. The researchers used Google Forms to distribute the survey to the students efficiently. The participants were 326 of 10-11th grade students from six senior high schools in Yogyakarta that have implemented the Emancipated Curriculum (Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022)).

The researchers tested the instrument's internal consistency by using Cronbach's Alpha test with the help of SPSS 2.3 statistical software (de Barros Ahrens et al., 2020; Surucu & Maslakci, 2020). The result is shown in Table 3. The table indicates the result of the Confirmatory Factor Analysis (CFA) test of the survey instrument. The researchers ran the test through the AMOS statistical software to seek the reliability of the items survey

Table 3. Cronbach's Alpha & CFA Test

Dimension	Cronbach's Alpha	CFA
1	-	-
2	0.975	< 0.05
3	0.975	< 0.05
4	0.973	< 0.05
5	0.988	< 0.05
6	0.954	< 0.05
7	0.974	< 0.05
8	0.933	< 0.05

CFA test could be done only if the reliability and validity of the instrument was confirmed. Several options are available. Cronbach's alpha test is one of these measurements (de Barros Ahrens et al., 2020; Surucu & Maslakci, 2020). CFA is a technique for evaluating the effectiveness of measurement models in which the number of components and their direct relationship are stated (Pett et al., 2003). This statistical approach is used to validate a measuring instrument's factor structure. In most social science research, it validates and determines the reliability of any measurement (Rasool et al., 2021). In addition, it is one of the most effective methods for determining construct validity (Anita & Julia, 2015).

The Cronbach's Alpha test provides scales greater than 0.6 for all dimensions, meaning that those dimensions are valid. Furthermore, the CFA results show a scale of less than 0.05 for each dimension. This indicates that most of the survey instrument items are reliable. However, there are five out of eighty-six items that are not reliable. Those items are CAN01, A13, D17, E05, and E06 which were then deleted

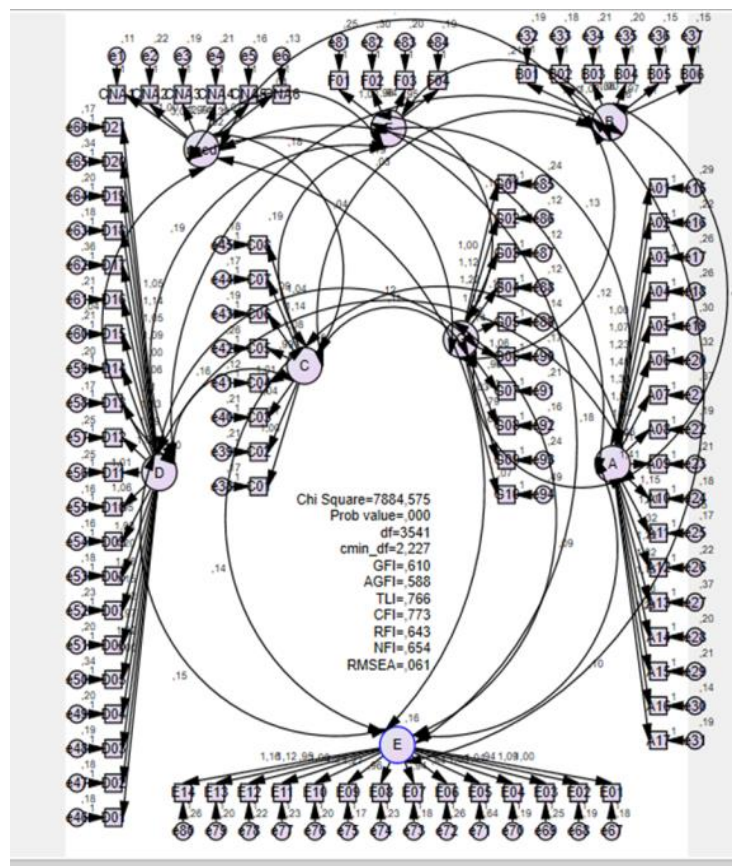


Figure 1: CFA Goodness of Fit Index (GFI)

Figure 1 illustrates the CFA Goodness of Fit Index (GFI) of the study. GFI evaluates how well the proposed model fits the actual covariance matrix. The quantity of each latent variable's indicators has an impact on it. According to Baharum et al. (2023), this statistic's values should fall between 0 and 1, with a value of more than 0.90 suggesting a satisfactory match. In its development, Baharum et al. (2023) in a more recent investigation found that the cut-off criteria should be NFI . 95 to pass a satisfactory standard.

It could be seen that the picture shows CMIN/df=2.227. The score is less than 5. This is in line with the RMSE score which is 0.061. The number is less than 0.08. In addition, the GFI, TLI and TRFI, and NFI scores are more than 0.6. Those scores indicate that the model of the data analysis result through the CFA test is a moderate fit model. To conclude, the CFA test result indicates that more than 90% of the developed survey instrument items are reliable. All in all, it is strongly believed that the proposed developed survey instrument to analyze EFL students' needs in CE is valid and reliable.

CONCLUSION AND SUGGESTION

This study performed efforts to satisfy the validity and reliability utilizing the MEASURE approach on its development process. The findings indicate that through careful design and rigorous analysis, the instrument is suitable for application on a larger scale to examine the EFL students' needs in CE implementation in the classrooms. This instrument is valid for use in obtaining data from students' perspectives. It enables the users to gain students' needs data in instilling character education in ELT Materials.

This instrument is suggested for use by the researchers and practitioners who are concerned with the ELT students' development during the teaching and learning process. This helps the researchers and practitioners to understand the students' lacks and wants during the implementation of CE programs in the English language learning. However, since the audience of the research was limited to the senior high school students, the future researchers may desire to test this instrument for implementation in different participants' levels such as in elementary school or junior high school. Additionally, to make a holistic study, it is also recommended to future researchers to create an instrument related to ELT CE viewed from the teacher's point of view. This will produce a comprehensive research product in this field of study.

REFERENCES

- Aditomo, A. (2021). Nilai-nilai Pancasila dalam pembelajaran Merdeka Belajar. Kementerian Pendidikan dan Kebudayaan.
- Aningsih, S., Zulela, M., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is character education implemented? A case study in Indonesian elementary schools. *Journal of Educational and Social Research*, 12(1), 371. <https://doi.org/10.36941/jesr-2022-0029>
- Anita, Y., & Julia, B. (2015). The school counselor leadership survey: Instrument development and exploratory factor analysis. *Professional School Counseling*, 19(1), 2156759X1501900. <https://doi.org/10.5330/2156759X1501900104>
- Bacon, C. K. (2017). Multilanguage, multipurpose: A literature review, synthesis, and framework for critical literacies in English language teaching. *Journal of Literacy Research*, 49(3), 424–453. <https://doi.org/10.1177/1086296X17718324>
- Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). Dimensi, elemen, dan subelemen profil pelajar Pancasila pada Kurikulum Merdeka.

<https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/07/V.2-Dimensi-elemen-subelemen-Profil-Pelajar-Pancasila-pada-Kurikulum-Merdeka.pdf>

- Baharum, H., Ismail, A., Awang, Z., McKenna, L., Ibrahim, R., Mohamed, Z., & Hassan, N. H. (2023). Adaptation of instruments based on confirmatory factor analysis (CFA) to validate measurement models of latent constructs. *International Journal of Environmental Research and Public Health*, 20(4), 2860. <https://doi.org/10.3390/ijerph20042860>
- Bazos, D., Weeks, W., Fisher, E., DeBlois, H., Hamilton, E., & Young, M. (2001). The development of a survey instrument for community health improvement. *Health Services Research*, 36(4), 773–792. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1089256/>
- Burton, L. J., & Mazerolle, S. M. (2011). Survey instrument validity Part I: Principles of survey instrument development and validation in athletic training education research. *Athletic Training Education Journal*, 6(1), 27–35. <https://doi.org/10.4085/1947-380X-6.1.27>
- Ciptaningrum, D. S. (2017). The development of the survey of technology use, teaching, and technology-related learning experiences among pre-service English language teachers in Indonesia. *Journal of Foreign Language Teaching & Learning*, 2(2), 11–28. <https://doi.org/10.18196/ftl.2220>
- Davidson, M., Lickona, T., Khmelkov, V., & Narvaez, D. (2008). Smart and good schools: A new paradigm for high school character education. In *Handbook of moral and character education* (pp. 370–386). Routledge. https://www.researchgate.net/publication/241034355_Smart_Good_Schools_A_New_Paradigm_for_High_School_Character_Education
- de Barros Ahrens, R., da Silva Lirani, L., & de Francisco, A. C. (2020). Construct validity and reliability of the Work Environment Assessment Instrument WE-10. *International Journal of Environmental Research and Public Health*, 17(20), 7364. <https://doi.org/10.3390/ijerph17207364>
- Elangovan, N., & Sundaravel, E. (2021). Method of preparing a document for survey instrument validation by experts. *MethodsX*, 8, 101326. <https://doi.org/10.1016/j.mex.2021.101326>
- Fernández Espinosa, V., & López González, J. (2024). Virtues and values education in schools: A study in an international sample. *Journal of Beliefs & Values*, 45(1), 69–85. <https://doi.org/10.1080/13617672.2022.2158018>

- Janschitz, G., & Penker, M. (2022). How digital are 'digital natives' actually? Developing an instrument to measure the degree of digitalisation of university students - the DDS-Index. *Bulletin of Sociological Methodology/Bulletin de Méthodologie Sociologique*, 153(1), 127-159. <https://doi.org/10.1177/07591063211061760>
- Kalkbrenner, M. T. (2021). A practical guide to instrument development and score validation in the social sciences: The MEASURE approach. *Practical Assessment, Research, and Evaluation*, 26(1). <https://doi.org/10.7275/svg4-e671>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2024, October 3). Sebaran sekolah penggerak di 34 provinsi dan 509 kabupaten/kota. <https://psp-web.pauddikdasmen.kemdikbud.go.id/#/home>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). Mengenal proyek penguatan profil pelajar Pancasila. Ruang Kolaborasi. <https://pusatinformasi.kolaborasi.kemdikbud.go.id/hc/id/articles/8747598052121-Mengenal-Projek-Penguatan-Profil-Pelajar-Pancasila>
- Kusmana, S., Wilsa, J., Fitriawati, I., & Muthmainnah, F. (2020). Development of folklore teaching materials based on local wisdom as character education. *International Journal of Secondary Education*, 8(3), 103. <https://doi.org/10.11648/j.ijssedu.20200803.14>
- Lickona, T., Schaps, E., & Lewis, C. (2007). Eleven principles of character education: Sourcebook. Character.org. <https://www.character.org/ssoc>
- Muthohar, A. (2021). Implementation and development models of character education in schools. *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan Dan Pembelajaran*, 8(2), 69-82. <https://doi.org/10.21093/twt.v8i2.3236>
- Natalia, E. D. V., Pratama, A. O., & Astuti, D. M. (2021). Implementation of Pancasila values in character education: A literature review. *International Journal Pedagogy of Social Studies*, 6(1), 35-42. <https://doi.org/10.17509/ijposs.v6i1.2606>
- Nurizka, R., Rifki, I., Syahria, A. S., & Luqman, H. (2020). Internalization of school culture to foster awareness of Pancasila values in elementary school students. *Universal Journal of Educational Research*, 8(10), 2-10. <https://doi.org/10.13189/ujer.2020.081053>
- Person, A. E., Moiduddin, E., Hague-Angus, M., & Malone, L. M. (2009). Survey of outcomes measurement in research on character education programs

- (NCEE 2009-006). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://files.eric.ed.gov/fulltext/ED511774.pdf>
- Pett, M. A., Lackey, N., & Sullivan, J. (2003). Making sense of factor analysis. Sage Publications, Inc.
- Purba, S. K., Perangin Angin, R. B., & Yus, A. (2020). The development of teaching materials of Bhineka Tunggal Ika by integrating character education using contextual learning. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(4), 2221–2232. <https://doi.org/10.33258/birle.v3i4.1506>
- Rasool, S., Zhang, J., Aydin, H., & Halpern, C. (2021). The impact of South Asian parental involvement behaviors on children's academic achievement: Instrument development and exploratory factor analysis. *Educational Research and Development Journal*, 24(1), 21–52. <https://eric.ed.gov/?id=EJ1308727>
- Suherman, A. (2018). The implementation of character education values in integrated physical education subjects in elementary school. *SHS Web of Conferences*, 42, 00045. <https://doi.org/10.1051/shsconf/20184200045>
- Sullivan, G. M., & Artino, A. R. (2017). How to create a bad survey instrument. *Journal of Graduate Medical Education*, 9(4), 411–415. <https://doi.org/10.4300/JGME-D-17-00375.1>
- Surucu, L., & Maslakci, A. (2020). Validity and reliability in quantitative research. *Business & Management Studies: An International Journal*, 8(3), 2694–2726. <https://doi.org/10.15295/bmij.v8i3.1540>
- Susanti, S. E. (2022). Konsep pendidikan karakter dalam pemikiran Thomas Lickona: Strategi pembentukan karakter yang baik. *YASIN*, 2(5), 719–734. <https://doi.org/10.58578/yasin.v2i5.896>
- Temiz, N. (2016). An example of character education course design in the light of experience-centered design for higher education. *Journal of Education and Practice*, 7(36), 144–155. <https://www.iiste.org/Journals/index.php/JEP/article/view/34646>
- Yang, J. (2022). The application of problem-based learning in spoken English teaching for college EFL learners. *International Journal of Education Humanities and Social Science*, 5(6), 168–174. <https://doi.org/10.54922/IJEHSS.2022.0464>

Zurqoni, Z., Retnawati, H., Arlinwibowo, J., & Apino, E. (2018). Strategy and implementation of character education in senior high schools and vocational high schools. *Journal of Social Studies Education Research*, 9(3). <https://jsser.org/index.php/jsser/article/view/294>

Bio

Dyah Setyowati Ciptaningrum is an Associate Professor at the English Education Department, Universitas Negeri Yogyakarta, where she teaches graduate courses in language teaching. She earned her Ed.D. from Flinders University, Australia, and focuses on curriculum and materials development, teacher professional development, and technology integration in English language learning.

Hilda Nur Fadhlia is an English educator at UIN Sunan Kalijaga's Language Development Center and works as a materials developer in educational technology. Her research interests include critical literacy and EdTech for professional development in language teaching.

Megan Jinabe is an English Language Teaching practitioner in Yogyakarta and a doctoral student in Language Education Sciences at Universitas Negeri Yogyakarta. Her research focuses on Teaching English for Young Learners (TEYL), curriculum and materials development, and ICT integration in teaching.

Hameeda Kalathingal is an Assistant Professor with 17 years of experience. She earned an MA in English Literature from the University of Calicut, an M.Ed. from Annamalai University, and an MA in ELT and Materials Development from Leeds Beckett University. She teaches at Devaki Amma Memorial Teacher Education College, India.

Zhao Yu is a faculty member at Qilu Normal University in China, where she teaches translation technology to students majoring in translation and English. She is also pursuing her PhD in Education at Segi University, Malaysia. Her research interests focus on translation pedagogy and the integration of technology in translation.

Appendix

NEEDS ANALYSIS QUESTIONNAIRE FOR STUDENTS

Note:

Below is the research instrument adapted from an instrument developed by Davidson, Lickona, Khmelkov (2008). It then adjusted parallel with the dimension of Indonesian Character Education Framework called Pancasila Student Profile Framework, supported with the existing theories (see the reference column).

Instruction for the participants:

Please choose a scale* 1/2/3/4 parallel with the statement.

- *Scale 1: Strongly disagree
 2: Disagree
 3: Agree
 4: Strongly agree

No	STATEMENTS	SCALE*				REF.
		1	2	3	4	
	THE NEEDS					
1	Character Education is important					Nation & Macalister, 2010
2	Character Education is needed to be instilled in the English materials					
3	The character education instilled in the English material met the learning objectives					
4	The character education embedded in the English materials needs to be improved					
5	Some dimensions of character education should be added					
6	Students' character education needs to be improved through the English material					
	FAITH, FEAR OF GOD, AND NOBLE CHARACTER					
7	The English material facilitates the teacher to discuss morally significant events in the school and wider world.					Samsinar, & Fitriani. 2020

No	STATEMENTS	SCALE*				REF.
		1	2	3	4	
8	The English material facilitates the students to listen to each other in class discussions.					Paige & Goode, 2009
9	The English material at school motivates the students to take the perspectives of others seriously.					Pratiwi & Ayriza, 2018
10	The English material stimulates the students to apologize and forgive each other.					
11	The English material stimulates the students to be patient with each other.					
12	The English material at school motivates the students to pursue deep, meaningful connections to God.					
13	The English material motivates the students to not spread rumors or gossip.					Elder & Paul, 2012
14	The English material facilitates the teachers to utilize everyday heroes (such as those identified by the Giraffe Project) to provide inspiring role models.					Goleman, 2009
15	The English material motivates the students to resolve conflicts without fighting, insults, or threats.					Kebbi & Al-Hroup, 2018
16	The English materials encourage students to appreciate their own skill/ capability					Hidayati, 2018; Karyono, et al., 2019
17	The English materials prohibit peer cruelty or any form of violence					Beets, et al., 2009
18	The English materials encourage the students not to damage or harm other people's ownership.					Astuti, et al., 2018
19	The English materials encourage students to not cover up other people's mistakes.					Beets, et al., 2009
20	The English materials encourage students to say the truth whatever the consequences.					Hidayati et al., 2018; Karyono, et

No	STATEMENTS	SCALE*				REF.
		1	2	3	4	
						al., 2019; Bialik, et al., 2015
21.	The English materials at school motivates the students to reward and praise people for their strength and accomplishment.					Goleman, 2009
22	The English material stimulates the students to respect the personal property of others.					Betawi, 2018
23	The English material stimulates the students to develop respect for others.					
	GLOBAL DIVERSITY					
24	The English material at school motivates the students to appreciate the nations’ democratic heritage and democratic values.					Samsuri, 2004
25	The English material at school motivates the students to demonstrate civic virtues and skills.					
26	The English material at school motivates the students to include those who are different (e.g., belong to different race, religion, or culture).					Setyowati et al., 2018
27	The materials give information about the importance of ethics in human life and communities, and the ability to share it with others.					Attar, 2019
28	The English materials help the students stand on the cardinal virtues of justice and prudence, making a level playing field for all.					Centre for Educational Leadership. (2017)
29	The English materials help the students demonstrate responsible organization skills and time management					Moore, 2009 Taylor, 2014
	COOPERATION					
30	The English material facilitates the students to work					Paige &

No	STATEMENTS	SCALE*				REF.
		1	2	3	4	
	well together.					Goode, 2009
31	The English material provides various cooperative learning formats (e.g., learning partners, small group projects, whole-class projects, etc.)					
32	The English material stimulates the students to do their part in group projects.					
33	The English material stimulates the students to work together to help one another do their best academic work.					
34	The English material at school motivates the students to comfort peers who have experienced sadness.					Richaud, 2012
35	The English material at school motivates the students to help each other, even if they are not friends.					
36	The English material at school motivates students to participate in shared-decision making in the classroom.					Moe, 2009
37	The English material at school motivates the students to make contributions to family, classroom, and community.					Billig, et al., 2008
	INDEPENDENT					
38	The English material at school motivates the students to understand learning as a lifelong process.					Pratiwi & Ayriza, 2018
39	The English material motivates the students to try to get their peers to follow the rules.					Paul & Elder., 2012
40	The English material stimulates the students to be enthusiastic about learning.					Moe, 2009
41	The English material at school motivates the students to pursue physical health.					

No	STATEMENTS	SCALE*				REF.
		1	2	3	4	
42	The English material at school motivates the students to pursue emotional health.					
43	The English material at school motivates the students to pursue mental health.					
44	The English material at school motivates the students to possess a healthy self-confidence and positive attitude.					Ibrahim et al., 2017
45	The English material at school motivates the students to be responsible for mistakes they made.					
46	The English material at school motivates the students to develop self-control.					
47	The English material at school motivates the students to understand someone's thoughts and emotions.					
48	The English material facilitates the students to take responsibility for preparing their homework.					Syahrial et al., 2022
49	The English material enables students to hold fast to their values and purpose even when there is no certainty that they will prevail.					CEFEL, 2017
50	The English materials give the students teachability and learning as a leader.					
51	The English material at school motivates the students to be disciplined.					Syahrial et al., 2022
52	The English material at school motivates the students to preserve in the face of difficulty.					Paige & Goode, 2009
53	The English material at school motivates the students to demonstrate persistence in the face of discouragement.					Dalimunthe, et al., 2022
54	The English material at school motivates the students to consider the existential question to "What is the meaning of life?"					
55	The English material at school motivates the students					Pratiwi &

No	STATEMENTS	SCALE*				REF.
		1	2	3	4	
	to contribute to continuous self-development.					Ayriza, 2018
56	The English material at school motivates the students to make connections and integrate knowledge.					Pratiwi & Ayriza, 2018
	CRITICAL THINKING					
57	The English material at school motivates the students to demonstrate skills of critical analysis.					Anderson, L.W. & Krathwohl, D.R., 2001
58	The English material provides the teachers questions to challenge students' thinking.					
59	The English materials at school motivates the students to provide constructive feedback and focus on how to improve.					Goleman, 2009
60	The English materials encourage the students to learn through failure.					Yuni & Alghadari 2022
61	The English material at school motivates the students to communicate effectively.					Ibrahim et al., 2017
62	The English material stimulates the students to seek additional help as needed.					Pratiwi & Ayriza, 2018
63	The English material at school motivates the students to take an active role in helping to solve classroom and/or schoolwide problems.					Moe, 2009
64	The English material help the students develop self-knowledge through journal reflections.					Jado, 2015
65	The English material stimulates the students to stand up for academic integrity (i.e., work to prevent cheating).					Paul & Elder, 2012
66	The English material at school motivates the students to seek expert opinion and credible evidence.					Anderson, L.W. & Krathwohl, D.R., 2001

No	STATEMENTS	SCALE*				REF.
		1	2	3	4	
	CREATIVE					
67	The English material at school motivates the students to formulate life goals and ways to pursue them.					Dalimunthe, et al., 2022
68	The English material at school motivates the students to generate alternative solutions.					Paul & Elder, 2012
69	The English material at school motivates the students to demonstrate initiative.					Syahrial et al., 2022 Park et al., 2019
70	The English material at school motivates the students to seek a life of noble purpose.					Pratiwi & Ayriza, 2018
	ONLINE MATERIALS					
71	(technological knowledge) I play around with different technologies					Brahler et al., 1999
72	(technological content knowledge) I can use technologies to help me understand learning theories.					Ko & Rossen, 2017
73	I know how to use technology to help me improve my English language skills					
74	(technological pedagogical knowledge) I know how to use technology for organizing my school work					
75	I can use technologies to have collaboration with other people on a project.					
76	(technological pedagogical content knowledge) I know what to consider before using technologies to learn/ teach English language in the classroom					
77	The teacher use technologies in the classrooms.					
78	The ways technologies are used in my classrooms have helped me learn better					

No	STATEMENTS	SCALE*				REF.
		1	2	3	4	
79	The teachers have demonstrated the use of technologies that can enhance student learning					
80	When technologies are used in my classroom, it is the students who use it most of the time					

81. For this question (Number 81), you can choose more than one option.

I like it better if I learn how to use technology for English language teaching in programs that (Ciptaningrum, 2017):

- ☐ have longer contact hours
- ☐ provide advices/tutorial after the activities/programs finish
- ☐ are related to my personal needs
- ☐ are related to real problems that I might encounter during my teaching practicum 5
- ☐ give opportunities for me to actively use technology
- ☐ provide a degree of freedom for me to design my own learning
- ☐ promote collaboration with peers or other people
- ☐ provide opportunities for me to reflect on my own learning and teaching practices
- ☐ Other (please mention)

82. What kind of learning activities that can help you best in learning to use technologies in teaching English language? (Ciptaningrum, 2017)

(Please write your answer in the space provided below.)

Instrument References:

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Astuti, P., Rusdiana, E., Lolong, W. J. (2018). Characteristics of crime in Education. *Advances in Social Science, Education and Humanities Research: 1st International Conference on Social Sciences*, 226. <https://doi.org/10.2991/icss-18.2018.30>
- Attar, A. (2019). Ethics and English Language Teaching objectives. *Globus Journal of Progressive Education*, 9 (2), 11-14. <https://www.globusedujournal.in/wp-content/uploads/2020/01/GE-JD193-Appalal-Attar.pdf>
- Beets, M.W., Flay, B. R., Vuchnich, S., Snyder, F. J., Acock, A., Li, K., Burns, K., Washburn, I., & Durlak, J. (2009). Use of a social and character development program to prevent substance use, violent behaviors, and sexual activity among elementary-school students in Hawaii. *American Journal of Public Health*, 99 (8), 1438-1445. <http://dx.doi.org/10.2105/AJPH.2008.142919>
- Betawi, A. (2018). Calling for character education: promoting moral integrity in early childhood education in Jordan. *Early Child Development and Care*, 190 (5), 738 – 749. <https://doi.org/10.1080/03004430.2018.1489383>
- Bialik, M., Bogan, M., Fadel, C., & Horvathova, M. (2015). *Character education for the 21st century: What should students learn?.* Boston: Center for Curriculum Redesign.
- Billig, S. H., Jesse, D., & Grimley, M. (2008). Using service-learning to promote character education in a large urban district. *Journal of Character Education*, 6 (1), 21-34. <https://www.proquest.com/scholarly-journals/using-service-learning-promote-character/docview/231725742/se-2>
- Bredemeier, B. L., & Shields, D. L. (2019). Social Justice, Character Education, and Sport: A Position Statement. *Quest*, 71(2), 202–214. <https://doi.org/10.1080/00336297.2019.1608270>
- Brahler, C. J, Peterson, N. S. & Johnson, E. C. (1999). Developing Online Learning Materials for Higher Education: An Overview of Current Issues. *Health and Sport Science Faculty Publications*. 41. https://ecommons.udayton.edu/hss_fac_pub/41/

- Centre for Educational Leadership. (2017). Leadership of character education: Developing virtues and celebrating human flourishing in schools. University of Birmingham Press.
- Dalimunthe, M. B., Dewi, R., Lubis, W., Setyosari, P., Dalimunthe, R. Z., Lubis, M. A. (2022). The quality of students character on online learning in the pandemic: A survey study. *Jurnal Pendidikan dan Kebudayaan*. 7 (1), 54-64. <https://doi.org/10.24832/jpnk.v7i1.2625>
- Elder, L., & Paul, R. (2016). The thinker's guide to analytic thinking: How to take thinking apart and what to look for when you do (2nd ed.). The Foundation for Critical Thinking.
- Goleman, D. (2009). Emotional intelligence: Kecerdasan emosional (T. Hermaya, Trans.). Gramedia. (Original work published 1995)
- Hidayati, K., Budiyo, & Sugiman. (2018). Developing scale to measure students' honesty characters on mathematics learning using subject scaling. *Jurnal Penelitian dan Evaluasi Pendidikan*, 22 (2), 143-15. <http://dx.doi.org/10.21831/pep.v22i2.19310>
- Ibrahim, M. A., Ababneh, A. A., & Tahat, H. (2007). The postal acceptance rule in the digital age. *Journal of International Commercial Law and Technology*, 2(1), 47-53. Retrieved from https://www.researchgate.net/publication/228199262_The_Postal_Acceptance_Rule_in_the_Digital_Age
- Jado, S. M. A. (2015). The effect of using learning journals on developing self-regulated learning and reflective thinking among pre-service teachers in Jordan. *Journal of Education and Practice*, 6 (5), 89-104. <https://files.eric.ed.gov/fulltext/EJ1083603.pdf>
- Kamaruddin SA. (2012). Character Education and Students Social Behavior. *Journal of Education and Learning*. Vol.6 (4). 223-230. <https://doi.org/10.11591/edulearn.v6i4.166>
- Kebbi, M., & Al-Hroub, A. (2018). Stress and coping strategies used by special education and general classroom teachers. *International Journal of Special Education*, 33 (1). <https://files.eric.ed.gov/fulltext/EJ1184086.pdf>
- Karyono, Suyahmo, & Utomo, C. B. (2019). Implementation of character education for creating integrity school: A case study at Public Junior High School 2 Pekalongan in 2015: *Journal of Educational Social Studies*. 8 (1), 111-119. <https://doi.org/10.15294/jess.v8i1.34578>

- Kebbi, M., & Al-Hroub, A. (2018). Stress and coping strategies used by special education and general classroom teachers. *International Journal of Special Education*, 33(1), 34–61. <https://eric.ed.gov/?id=EJ1184086>
- Ko, S., & Rossen, S. (2017). *Teaching Online: A Practical Guide* (4th ed.). Routledge.
- Lickona, T. (2013) Educating for Character in the Sexual Domain. *Peabody Journal of Education*, 88 (2), 198-211. <http://dx.doi.org/10.1080/0161956X.2013.775873>
- Moore, G. (2009). Character education in schools: An historical perspective. *International Journal of Educational Leadership Preparation*, 4(1), 1-20. Retrieved from [https://eric.ed.gov/?id=EJ1068485​contentReference\[oaicite:0\]{index=0}](https://eric.ed.gov/?id=EJ1068485​contentReference[oaicite:0]{index=0}).
- Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design*. New York & London Routledge.
- Paige, R. M., & Goode, M. L. (2009). Intercultural Competence in International Education Administration: Cultural Mentoring: International Education Professionals and the Development of Intercultural Competence. In *The SAGE Handbook of Intercultural Competence* (pp. 333-349). Sage. <https://doi.org/10.4135/9781071872987.n19>
- Park, D., Tsukayama, E., Goodwin, G. P., Patrick, S., & Duckworth, A. L. (2019). A tripartite taxonomy of character: Evidence for intrapersonal, interpersonal, and intellectual competencies in children. *Contemporary Educational Psychology*. <http://dx.doi.org/10.1016/j.cedpsych.2016.08.001>
- Pratiwi, A. R., & Ayriza, Y. (2018). Improvement of interpersonal and intrapersonal intelligence through traditional games. *Psychological Research and Intervention*, 1(1), 1-9. <https://doi.org/10.21831/pri.v1i1.21192>
- Rahayu, S. W., Wiyono, B. B., Degeng, I. N., Bafadal, I. (2017). Implementation of character education through culture 5S (senyum, sapa, salam, sopan dan santun) at State Junior High School 2 Ngawi (SMPN 2 Ngawi) East Java Indonesia, *International Research-Based Education Journal*, Vol. 1 No. 2. 130-135. <http://dx.doi.org/10.17977/um043v1i2p130-135>
- Rahmawati, I., Retno, D.S., Soedirham, O., Saptandari, P. (2018). Confirmatory factor analyses of adolescent education character by families/ parents in premarital sexual prevention in Jember, Indonesia. *NurseLine Journal*. 3 (2), 89-99. <https://doi.org/10.19184/nlj.v3i2.8694>
- Richaud, M. C. (2012). Character education: The development of moral and social virtues. *International Journal of Educational Psychology*, 1(3), 181-204. <https://doi.org/10.4471/ijep.2012.11>

- Samsinar, & Fitriani. (2020). Character-Based Learning and Self-Development to Improve the Students' Character Education. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan*, 23(1), 108-126. <https://doi.org/10.24252/lp.2020v23n1i10>
- Samsuri. (2004). Civic virtues dalam pendidikan moral dan kewarganegaraan di Indonesia era Orde Baru. *Jurnal Civics: Media Kajian Kewarganegaraan*, 1(2). <https://doi.org/10.21831/civics.v1i2.5719>
- Setyowati, DL, Hardati, P., & Aarsal, T. (2018). Community-Based River Conservation in Lerep Das Garang Hulu Village. *Proceedings of the 2018 UMS IX National Geography Seminar*, 401-410
- Syahrial, Asrial, Sabil, H., Kurniawan, D.A., Perdana, R., Fadillah, P. (2022). Content analysis of character value indicators in class V textbooks integrated thematic curriculum 2013 theme 7 subtheme 1. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*. 12 (1), 69-87. <https://doi.org/10.25273/pe.v12i1.12481>
- Taylor, T. S. (2014). Do minutes matter? Connecting tardiness to academic achievement. [Unpublished doctoral dissertation]. University of North Texas
- Yuni, Y., & Alghadari. (2021). The risk-taking attitude of students towards mathematics through inquiry-based Open-ended learning. *Jurnal Pendidikan*, 13 (1). 688-699. <https://doi.org/10.35445/alishlah.v13i1.584>