

Learning to Write Explanatory and Narrative Textsin the Development of Student Character Values and its Implementation at Tt-Jbi High School

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Abstract

The purpose of this study is to describe the implementation of the learning process of writing explanatory texts and narratives in the development of character values of TT-JBI HIGH SCHOOL students. This research has a descriptive-qualitative approach. The learning process of writing explanatory texts and narratives in the development of student character values is analyzed and described. The steps of data analysis of this research are as follows: data reduction, data presentation, and drawing conclusions. The results showed that the learning process of writing explanatory texts and narratives in the development of character values of TT-JBI High School students was carried out in stages, namely (1) *context development*; (2) *model review*; and (3) *learning conclusions*. The character values developed in the learning are character values: *religious, discipline, curiosity, hard work, honesty, love to read, creative, friendly / communicative, democratic, tolerance, independence, and responsibility*.

Keywords: *learning to write, explanation, narrative, character values*

Introduction

Writing is one of the language skills that must be possessed by students (students) according to their level and level of education. Writing is also a creative activity in pouring ideas into writing (Kurniaman, O., Yuliani, T., & Mansur, M., 2018; Sofiya, A., Yulianto, B., & Hendratno, H., 2018). In addition, writing activities can make students more productive in the realm of developing knowledge and thinking (Klein, P. D., & Boscolo, P., 2016). Writing (explanatory text and narrative) can be interpreted as a form of pouring ideas using written language that aims to provide information or explanation of the activities of an event.

There are many mainthings that need to be pursued by teachers in the implementation of writing learning, namely (1) fostering a love of writing in students, (2) developing students' writing abilities, and (3) fostering students' creativity to write (Abidin, 2012). The first goal, learning to write is to foster a love of writing in students. This goal is very important, because writing is the basic capital for students to want to write, so that students will get used to writing. The second goal, learning to write is to develop students' ability to write. That is, students are able to produce a variety of writings for various interests, targets, and socio-cultural contexts. Based on these objectives, writing learning is directed to equip students with various writing strategies, types of writing, and means of writing publication (Bin-HadyW. R. A., NasserA. N. A. N., & Al-KadiA. T., 2020). The third goal, learning to write is that students are able to write creatively. This goal requires students to be able to make writing activities not only as competencies that must be mastered during learning, but students are able to

use writing as an activity that can bring various benefits, which are psychological, economic, or sociological. In this regard, writing should be a necessity for students in order to express themselves, so as to be free from psychological burdens. This is also in line with the research of Wright, K. L., Hodges, T. S., Enright, E., & Abbott, J. (2021) writing motivation described by teachers, will be able to foster self-confidence and increase student achievement in writing.

Astrid, A., Rukmini, D., & Fitriati, S. W. (2021) revealed that writing learning also requires feedback activities from teachers to improve students' perseverance, revision, and writing learning outcomes. In this case, the teacher (educator) must formulate the writing learning objectives that he will achieve. For example, teachers can show writing examples as a guide for students before writing. Examples of correct writing or sentences can refer to the Indonesian enhanced spelling. If students (students) have understood the learning success criteria, they will be helped and able to carry out the writing learning process. In addition to providing feedback that reflects the performance of learning objectives, teachers also need to provide strategies and types in writing more effectively. With this, Wardhana, D. E. C. (2022) stated that students will understand the problems raised as writing topics, for example in writing argumentation texts students are also able to analyze and evaluate various evidence and facts of argumentation written.

Learning to write should also be able to develop student character. In accordance with the research of Carter, H., & Townsend, D. R. (2022), learning to write can foster an independent attitude or character, discipline, hard work, creativity, curiosity, love to read and a sense of responsibility in students. The discussion on character education has been carried out by the Indonesian Ministry of Education with 18 values of character education, namely *religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit or nationalism, love of the motherland, respect for achievement, communicative, love of peace, care for the environment, social care, and responsibility*.

Character education aims to develop the ability of a person (learner) to make good and bad decisions, maintain what is good, and realize that good in everyday life wholeheartedly (Komalasari, K., & Saripudin, D., 2017). Teachers play an important role in developing character values through the learning process (Abdi, M. (2018; Rahmadi, I.F., Hayati, E., & Nursyifa, A., 2020; Govender, S., & Ajani, O. A., 2021; Khathi, J., Ajani, O., & Govender, S., 2022) teachers play an important role in developing character values in the learning process. The development of character values that are carried out well in learning, will be a solution to improve student character and behavior (Meindl, P., Quirk, A., & Graham, J. (2018; Goddess, E. R., & Nature, A. A., 2020). Furthermore, character values must be taught with appropriate learning models or approaches, such as simulations, discussions, and other models or approaches that lead to character formation Chowdhury, M. (2018). With regard to character development, writing learning must be done through the provision of a series of activities (stages of a complete system) that require students to demonstrate their character during the learning process. Through various kinds of challenging activities, it is expected that students (students) are able to actively work hard, so that unconsciously students have tried to build positive character during writing learning.

Based on the description, explanation, and statements above, researchers think there is a need for classroom *learning* studies or research, focusing on the learning process of writing explanatory texts and narratives, as well as developing student character values. The process of learning to write needs to be studied, because what is carried out by the teacher must have been believed to be the best strategies or ways in his efforts to achieve his learning goals. This, of course, will be very useful for other parties who have high concern for solutions to improve the quality of education, especially writing learning. Julia, &Supriyadi, T. (2018) explained, most teachers instill character values during the learning process as a form of character education. The development of character values can be through assignments, group discussions, and so on.

The learning process of good quality or superior needs to be studied and described, including learning the skills of writing explanatory and narrative texts, as well as the development of character values. The results of the study and description of the learning process can be used by other parties or the next generation of educators to improve the quality of learning. In this regard, researchers examined the process of learning writing as well as the development of character values in superior quality schools, namely TT-JBI High School.

Research Methods

This research uses qualitative research methods, namely research that aims to understand the behavior, attitudes, perceptions, motivation, construction, social control, and language use of research subjects (Creswell, J. W., & Creswell, J. D., 2018: 108). The research data is in the form of (a) data on the stages of the writing learning process and (b) the development of student character values. These research data (1) were collected through interviews, observations, documentation, and recording; (2) prepared in the form of field notes; and (3) analyzed. Data sources in this study are students and teachers. Data collection techniques in this study include structured interviews with students and teachers, observation, documentation in the form of student writing and writing learning tools designed by teachers; and audiovisual recordings of activities during the writing learning process as well as the development of character values. This research instrument is "researcher as key instrument". That is, researchers collect their own data through examining documents, observing behavior, and interviewing participants (Creswell, J. W., & Creswell, J. D., 2018: 257). Data analysis procedures are carried out (1) organize and prepare the data *for analysis*, (2) read the entire data that has been collected (*Read or look at all the data*), (3) code data (*s tart coding all of the data*), (4) make descriptions and themes (*generate a description and themes*), (5) present the data that has been analyzed (*representing the description and themes*). The validity tests used in this study are triangulation and *membercheck techniques*. The types of data triangulation used in this study are theory triangulation and data triangulation. Data analyst techniques used include: organizing data, reading and *memoming*, and describing, classifying, and interpreting data into themes.

Research Results and Discussion

Research Results

Based on the results of the document review of the learning plan for writing explanatory texts and narratives (short stories) in the development of character values of TT-JBI High School students, on learning to write explanatory texts, and narrative texts; The learning steps or process consist of three stages, namely (1) context development, (2) model review, and (3) learning conclusions (Dok-Rp/PM-Eks; Doc-Rp/PM-NRS). Based on the results of the researcher's observations on the two implementations of writing learning and the development of student character values, the learning process consists of three stages, namely (1) context development, (2) model review, and (3) learning conclusions (CI-Pg / PM-Ekp; CI-PG/PM-NRS). The results of the researchers' interviews with teachers about this matter, also showed that learning to write explanatory texts and narrative texts, each consisting of three stages, namely (1) context development, (2) model review, and (3) learning conclusions. This is in accordance with the words of the TT-JBI High School teacher as follows:

Learning to write and developing character values during the discussion of *explanatory* texts, and *narrative texts*, the steps consist of three stages, namely building context, analyzing writing models, and learning conclusions (Wr-Gr / PM-Ekp; WR-GR/PM-NRS).

Based on the results of the review of lesson plan documents, researchers' observations of learning implementation, and researchers' interviews with class teachers about writing learning and character values development, it can be concluded that the learning process of writing and developing character values of TT-JBI HIGH SCHOOL students, the stages are as follows: (1) context development, (2) model review, and (3) learning conclusions.

1. Context Development Stage

Based on the document review of the writing learning plan and the development of character values of TT-JBI HIGH SCHOOL students in learning to write explanatory texts and narrative texts; at the context development stage, there are four activities, namely *orientasi*, *perception*, *motivation*, and *reference* (Dok-Rp/PM-Ekp/TPK; Doc-Rp/PM-NRS/TPK). In accordance with the results of the researchers' observations on the two learning implementations; At the context development stage, there are four activities, namely *orientation*, *perception*, *motivation*, and *reference* (CI/PM-Ekp/TPK, CI/PM-Nrs/TPK). The results of the researchers' interviews with teachers about the learning stages also showed that at the context development stage, there were four activities,

namely *orientation*, *perception*, *motivation*, and *reference*. That, as conveyed by the teacher of TT-JBI HIGH SCHOOL as follows:

Learning to write and developing character values during the discussion of explanatory texts and narrative texts, at the stage of context development, the activities are both four main things, namely *orientation*, *perception*, *motivation*, and *reference* (Wr-Gr / PM: 1-2 / TPK).

Based on the results of the review of lesson plan documents, researchers' observations on the implementation of learning, and researchers' interviews with class teachers about writing learning and developing character values of TT-JBI HIGH SCHOOL students, it can be concluded that at the context development stage, the activities consist of four things, namely: *orientation*, *perception*, *motivation*, and *reference*.

Orientation Stage

Character values developed at the orientation stage, visible and implemented in the details of learning activities. The details of the activity are as follows: 1) the opening of the lesson, with the greeting 'greeting and prayer', to start the learning; 2) attendance, by means of checking student attendance; and 3) physical and psychological preparation of students to initiate learning activities (Dok-Rp/PM:1-2/TPK-Ort; CL-PG/PM: 1-2/TPK-Ort; Wr-Gr/PM:1-2/TPK-Ort; wr-sw/PM:1-2/TPK-ort). From the details of activities number 1-2, it can be seen and implemented the development of character values, namely 'religious' and 'discipline' values. This is in accordance with the basis of the footing believed by the teacher and in accordance with the references he uses in the context of implementing the details of his activities.

The teacher's statement, as follows:

Students who are involved in learning activities in activities 1-2, will be able to behave and behave obediently in carrying out the teachings of their religion, tolerant of the implementation of worship of other religions, and live in harmony with followers of other religions'. Therefore, the 1-2 learning process can be said to be a process of "developing students' religious values". Students will also have a disciplined character value. This value is closely related to 'actions that demonstrate orderly behavior and comply with various rules and regulations' (Wr-Gr/PM:1-2/TPK-Ort).

As a result of participation or involvement in learning activities number 1-2, students express the following:

When learning to write explanatory texts and narrative texts; At the beginning of learning, namely *the opening of learning* and *attendance* (activities 1-2), we (students 1 and 2) always hear 'greetings' from the teacher, we pray at the beginning of the lesson (according to the teacher's recommendation), and the teacher always checks attendance (attendance). Therefore, during the lesson, we gained understanding and examples in order to develop "religious" and "disciplined" values (Wr-Sw/PM:1-2/TPK-Ort).

Based on the results of the review of lesson plan documents, observations of learning implementation, and interviews of researchers with teachers and students about writing learning and developing character values of TT-JBI HIGH SCHOOL students, that at the orientation stage, the details of the activities are as follows: opening of learning, with greetings and praying to start learning; attendance (attendance checking) of students; and physical and psychological preparation of students to initiate learning activities. The character values he developed were as follows: religious character values and discipline.

Apperception Stage

At the perception stage, the development of character values is seen in the details of learning activities, namely (1) the teacher relates the material or learning theme to be discussed with student experiences or previous learning materials; (2) the teacher reminds students of the learning prerequisite materials; and (3) ask questions related to the lesson to be carried out (Dok-Rp/PM:1-2/TPK-Apr; CL-PG/PM:1-2/TPK-APR; WR-GR/PM:1-2/TPK-APR; WR-SW/PM:1-2/TPK-APR). From the details of activities number 1-3, it can be seen the character values he developed, namely 'curiosity'. This is in accordance with the basis of the footing believed by the teacher and in accordance with the references he uses in the context of implementing his activities. The

teacher's statement, 'the character value of curiosity' is closely related to attitudes and actions that always seek to know more deeply and broadly from something he learns, sees, and hears (Wr-Gr/PM:1-2/TPK-Apr). In accordance with that, students involved in the implementation of learning state the following:

When learning to write explanatory texts and narrative texts (short stories); At the beginning of learning there is always a saying or question 'fishing' or 'assessment' from the teacher, which is linking the learning material that has been learned with what will be discussed. Therefore we (students 1 and 2), were moved to want their year about these things (Wr-Sw/PM:1-2/TPK-Apr).

Based on the results of the review of lesson plan documents, observations of learning implementation, and interviews of researchers with teachers and students about writing learning and developing character values of TT-JBI High School students, it can be concluded that at the perception stage, the details of the activities are as follows: the teacher relates the material or learning theme to be discussed with student experience or previous learning material; the teacher reminds students of the learning prerequisite material; and ask questions related to the lesson to be carried out. The character value he developed was the character value of 'curiosity'.

Motivational Stage

At the stage of providing motivation, the development of character values is seen in the details of learning activities, namely (1) providing an overview of the benefits of learning that will be carried out in relation to daily life; (2) provide hope, if learning is carried out properly and seriously, learning objectives will be achieved as expected; (3) convey learning objectives at ongoing meetings; and (4) ask some questions related to expectations (Doc-Rp/PM:1-2/TPK-Mtv/; CL-PG/PM: 1-2/TPK-MTV; Wr-Gr/PM:1-2/TPK-MTV; WR-SW/PM:1-2/TPK-MTV). From the details of activities number 1-4, it can be seen the character values he developed, namely 'curiosity' and 'hard work'. This is on the basis of the foundation that the teacher believes in implementing the details of his activities. The teacher's statement is as follows:

At the stage of providing motivation (activities 1-4), there is a development of character values *of curiosity and hard work*. Curiosity is closely related to 'attitudes and actions that always seek to know more deeply and broadly from something they learn, see, and hear'. Meanwhile, 'hard work', is closely related to behavior that shows earnest effort in overcoming various learning and task barriers, and completing tasks as well as possible (Wr-Gr/PM:1-2/TPK-Mtv).

In connection with this, students state the following:

During learning to write explanatory texts and narratives (short stories); Teachers always relate to the expectations or benefits that we can get from the learning that will be carried out. Therefore, we were intrigued by the year about these things and also moved to study seriously (Wr-Sw/PM:1-2/TPK-Mtv).

Based on the review of lesson plan documents, observations of learning implementation, and interviews with teachers and students about writing learning and developing character values of TT-JBI High School students, it can be concluded that at the stage of "providing motivation" the details of the activities are as follows: (1) provide an overview of the benefits of learning that will be carried out in relation to daily life; (2) provide hope, if learning is carried out properly and seriously, learning objectives will be achieved as expected; (3) Convey learning objectives at ongoing meetings; and (4) ask some questions that have to do with expectations. The character values he developed include the character values of 'curiosity, and 'hard work'.

Reference Stage

Character values developed at the stage of providing reference, visible and implemented in the details of learning activities, namely (1) informing the material or learning theme to be discussed, (2) informing 'learning objectives', (3) providing opportunities for students to form study groups, and (4) explaining the mechanism of implementing writing learning, in accordance with the following steps: (a) seeing, (b) observing, (c) reading (done before learning activities), (d) listening, and (e) writing (writing a resume of things that have been read, observed, and listened to) (Doc-Rp/PM:1-2/TPK-Ac; CL-PG/PM:1-2/TPK-AC; Wr-Gr/PM:1-2/TPK-Ac; WR-SW/PM:1-2/TPK-AC). From the details of activities number 1-4, it can be seen and implemented the

development of character values, namely 'curiosity, discipline, and love to read'. This is in accordance with the basis of the footing believed by the teacher and in accordance with the references he uses in the context of implementing the details of his activities. The teacher stated the following:

Students in the learning activities in activities 1-4, will be able to have attitudes and actions that always seek to know more deeply and broadly from something they learn, see, and hear; actions that demonstrate orderly behavior and comply with various rules and regulations; the habit of making time to read various readings that give virtue to him; and explain the mechanism of implementing writing learning. Therefore, these steps can be said to be a process of 'developing the values of curiosity, discipline, and love to read (Wr-Gr/PM:1-2/TPK-Ac).

In accordance with this, students involved in the implementation of learning state the following:

When learning to write explanatory texts, and narratives (short stories); the teacher always informs the learning material to be discussed, 'learning objectives', providing opportunities to form study groups; and explain the mechanism of writing learning implementation (Wr-Sw / PM: 1-2 / TPK-Ac).

Based on the results of the review of lesson plan documents, observations of learning implementation, and interviews with class teachers and students about learning to write explanatory texts and narratives in the development of character values of TT-JBI High School students, it can be concluded that at the stage of 'giving references' the details of the activities are as follows: (1) inform the material or learning theme to be discussed; (2) inform the 'learning objectives'; (3) provide opportunities for students to form study groups; and (4) explain the mechanism of implementing writing learning, according to the following steps: a) seeing, b) observing, c) reading (done before learning activities), d) listening / listening, and e) writing (writing a resume of things that have been read, observed, and listened to). The character values he developed were the character values of curiosity, discipline, and love to read.

The description of the stage of context development in learning to write explanatory texts and narratives in the development of student character values can be clarified by the description in Table 1 below.

Table-1:

Context Development Stage in Learning to Write Explanatory and Narrative Text
in Development of Character Values of TT-JBI High School Students

Phase Context Development	Details of Development Activities Context in Development Student Character Values	
	Details of Learning Activities	Character Value
Orientation	1. Opening of learning, with the delivery of 'greetings' and praying to start learning. 2. Attendance (attendance check or check) of students. 3. Physical and psychological preparation of students to initiate the implementation of learning activities.	<i>Religious</i> <i>Discipline</i>
Apperception	1. Associate or relate the learning material or theme to be discussed with student experiences and previous materials or themes. 2. Recalling learning prerequisite materials. 3. Ask questions that have something to do with the lesson to be done.	<i>Curiosity</i>

Motivational Provision	<ol style="list-style-type: none"> 1. Provide an overview of the benefits of learning that will be carried out in relation to everyday life. 2. Giving hope, if learning is carried out properly and seriously, learning objectives will be achieved as expected. 3. Deliver learning objectives at ongoing meetings. 4. Ask some questions that have to do with expectations. 	<i>Curiosity</i> <i>Strive</i>
Reference Provision	<ol style="list-style-type: none"> 1. Informing the material or learning theme to be discussed. 2. Informing "learning objectives". 3. Provide opportunities for students to form study groups. 4. Explain the mechanism of implementing writing learning, according to the following steps: (1) seeing (without or with tools), (2) observing, (3) reading (done before learning activities), (4) listening / listening, and (5) writing (writing a resume of things that have been read, observed, and listened to). 	<i>Curiosity</i> <i>Discipline</i> <i>Loves to Read</i>

2. Model Review Stage

Based on the results of the document review of the learning plan for writing and developing character values of TT-JBI HIGH SCHOOL students on learning to write explanatory texts and narratives (short stories); At the model review stage, there are four activities, namely 1) information collection, 2) preparation and submission of questions, 3) review of the writing model, and 4) group discussion. At the information collection stage, students collect relevant information to answer the identified questions, the details of their activities: students carefully observe the object or event of the material being studied in the form of pictures or slides of the presented presentation, then try to interpret it and students read textbooks and other sources (to increase knowledge and understanding of the material being studied). The character values developed are honest and creative (Dok-Rp/PM-Ekp/TPM; Doc-Rp/PM-Nrs/TPM).

In accordance with the results of observations on both the implementation of writing learning and the development of character values; at the model review stage there are four activities, namely 1) information collection, 2) preparation and questioning, 3) target model review, and 4) group discussion and writing tasks (CI/PM-Ekp/TPM; CI/PM-Nrs/TPK). The results of the researchers' interviews with teachers about the stage of learning writing and the development of character values, also showed that at the model review stage there were four activities, namely (1) information collection, (2) preparation and questioning, (3) target model review, and (4) group discussions and writing tasks. That, as stated by the teacher of TT-JBI HIGH SCHOOL, is as follows:

Learning to write and developing character values during the discussion of explanatory texts and narratives (short stories), at the model review stage, there are four main activities, namely a) information collection, b) preparation and submission of questions, c) review of the target model, and d) group discussions and writing tasks

(Wr-Gr/PM:1-2/TPM).

Information Collection

Development of character values at the stage of collecting information, seen and implemented in the details of learning activities, namely (1) students observe objects or events carefully the material being studied in the form of pictures or presentation slides presented, then try to interpret them, and (2) students read textbooks and other sources (to increase knowledge and understanding of the material being studied) (Dok-Rp/PM:1-2/TPM-Inf; CL-PG/PM:1-2/TPM-Inf; wr-gr/pm:1-2/tpm-inf; Wr-w/PM:1-2/TPM-Inf). From the details of the activity, it can be seen and implemented the development of character values, namely 'honesty value and creative value'. This is in accordance with the basis of the footing believed by the teacher and in accordance with the references he uses in the context of implementing the details of his activities. The teacher stated the following:

Students who engage in learning activities in activities 1-2, can have 'behaviors that are carried out in an effort to make themselves trustworthy people in words, actions, and work'. In addition, students can have 'creative' character values, namely 'thinking and doing something to produce new ways or results from something that has been owned'. Therefore, the learning process is said to be 'the development of honesty and creative values' (Wr-Gr/PM:1-2/TPM-Inf).

The impact of participating in learning activities number 1-2, students state or express the following:

When engaged in learning to write explanatory texts and narratives (short stories); In "Information Gathering" (activities 1-2), we (students 1 and 2) gain experience interpreting something after observing an object or event. That is, when I interpret something, I have to be 'honest' based on something I observe. At that time, we also read textbooks or other sources, which then trained me to produce 'new' things (creative thinking) (Wr-Sw/PM:1-2/TPM-Inf).

Based on the results of the review of lesson plan documents, observations of learning implementation, and interviews with teachers and students about writing learning and the development of character values of TT-JBI High School students, it can be concluded that at the 'information gathering' stage, the character values developed are 'honest and creative' character values.

Drafting and Asking Questions

The development of character values at the 'stage of preparation and submission of questions', is implemented in the details of learning activities, namely (1) students compile a list of questions about matters related to the material being studied and not understood and (2) students ask (according to the questions that have been prepared) to the teacher about matters related to the material being discussed (Dok-Rp/PM:1-2/TPM-Pty; CL-PG/PM:1-2/TPM-Pty; Wr-Gr/PM:1-2/TPM-Pty; wr-sw/PM:1-2/TPM-Pty). From the details of activities number 1-2, the development of character values was implemented, namely 'honesty value and creative value'. This is in accordance with the basis of the footing believed by the teacher and in accordance with the references he uses in the context of implementing the details of his activities. The teacher stated the following:

Students who are involved in learning activities in activities 1-2, will be able to have 'creative character values'. Creative value is closely related to 'thinking and doing something to produce new ways or results from something that is already owned' (Wr-Gr / PM: 1-2 / TPM-Pty).

The impact of involvement in activities number 1-2, students expressed the following:

When learning to write explanatory texts, and narrative texts (short stories); during 'preparation and questioning' (activities 1-2), I (students) gain experiences that can be used to produce something new (creative) (Wr-Sw/PM:1-2/TPM-Pty).

Based on the results of the review of lesson plan documents, observations of learning implementation, and interviews with teachers and students about writing learning and the development of character values of TT-JBI HIGH SCHOOL students, it can be concluded that at the stage of 'preparation and asking questions', the character values he developed were 'creative thinking'.

Target Model Review

The development of character values at the 'target model review stage', is implemented in the details of learning activities, namely (1) students and teachers jointly discuss examples in the textbook (Text Model, for example: explanatory text or narrative text (short story); (2) students record all information about the subject matter that has been obtained into their respective "notebooks"; and (3) students 'recommunicate' orally or present the subject matter according to their understanding (Dok-Rp/PM:1-2/TPM-Mds; CL-PG/PM: 1-2/TPM-MDS; wr-gr/pm:1-2/tpm-mds; wr-sw/pm:1-2/tpm-mds). From activities number 1-2, the development of character values of 'honesty and friendliness/communicative' was implemented. This is in accordance with the basis of the footing believed by the teacher and in accordance with the references he uses in the implementation of his activities. The teacher stated the following:

Students who are involved in learning activities in activities 1-2, will be able to have 'character values of honesty and friendship or communicative'. These character values are closely related to 'behavior carried out in an effort to make himself a person who can always be trusted in words, actions, and work'. It is also closely related to 'the act of paying attention to the pleasure of speaking, associating, and cooperating with others' (Wr-Gr/PM:1-2/TPM-Mds).

The impact of involvement in activities number 1-3, students expressed the following:

At learning time to write explanatory texts and narrative texts (short stories); In the "target model study" (activities 1-3), I (students) get direct experience studying the actual model (in the Textbook), namely 'really explanatory text and narrative (short story)'. In addition, I 'recommunicate' (presented), orally the material covered (Wr-Sw/PM:1-2/TPM-Mds).

Based on the results of the review of lesson plan documents, observations of learning implementation, and interviews with teachers and students about writing learning and the development of character values of TT-JBI HIGH SCHOOL students, it can be concluded that at the stage of 'reviewing the target model', the character values he developed were 'honesty and communicative'.

Group Discussion Stage and Writing Task

The development of character values at the discussion stage and writing tasks, implemented in the details of learning activities, namely 1) students in their groups exchange information about the subject matter; 2) student group discussions on subsequent occasions, using scientific methods contained in student books or on student worksheets; 3) students discuss the subject matter data that has been collected/summarized in previous activities; 4) students process information from the subject matter that has been collected, from the results of previous activities/meetings, as well as the results of observing activities and ongoing information collection activities with the help of questions on worksheets; and 5) students do writing questions or assignments (independently) according to the learning discussion (Dok-Rp/PM:1-2/TPM-Dktm; CL-PG/PM: 1-2/TPM-SKTM; WR-GR/PM:1-2/TPM-SKTM; WR-SW/PM:1-2/TPM-SKTM). From the details of activities number 1-5, the development of character values 'democratic values, tolerance, friendliness/communicativeness, independence, and responsibility' was implemented. This is in accordance with the basis of the foundation believed by the teacher and in accordance with the references he uses in the implementation of the details of his activities. The teacher stated the following:

Students involved in learning in activities 1-5 can have 'democratic character values, tolerance, friendly or communicative, independent, and responsible'. These values, closely related to 'democratic', are related to ways of thinking, behaving, and acting that value equally the rights and obligations of themselves and others; 'tolerance', which relates to attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves; 'communicative', which relates to actions that pay attention to the pleasure of talking, associating, and cooperating with others; 'independent', which relates to attitudes and behaviors that are not easily dependent on others in completing tasks; and

'responsibility', which relates to the attitude and behavior of a person carrying out his duties and obligations (Wr-Gr/PM:1-2/TPM-Dktm).

The impact of participating in activities number 1-5, students expressed the following:

When learning to write explanatory texts and narrative texts (short stories); During 'group discussions and writing assignments' (activities 1-5), I (students) get experience of democracy, tolerance, friendship or communication, independence, and responsibility'. When discussing, both have the right to opinion, respect each other, and want to talk (communicate) with others. When there is a writing task, trained to complete the task independently and be responsible for what is written (Wr-Sw / PM: 1-2 / TPM-Dktm).

Based on the results of the review of lesson plan documents, observations of learning implementation, and interviews with teachers and students about writing learning and the development of character values of TT-JBI High School students, it can be concluded that at the stage of 'group discussion and writing tasks', the character values he developed were democracy, tolerance, friendship (communication), independence, and responsibility.

The description of the model review stage in learning to write explanatory texts and narratives in the development of student character values can be clarified by the description in Table 2 below.

Table-2:

Model Study Stage in Learning to Write Explanatory and Narrative Text
in Development of Character Values of TT-JBI High School Students

Phase	Details of Activities in Model Review and Development	
	Student Character Values	
Model Review	Details of Learning Activities	Character Value
Information Collection	a. Students carefully observe the object or event being studied in the form of pictures or <i>presentation slides</i> presented, then try to interpret it.	<i>Honest</i>
	b. Students read textbooks and other sources (to increase knowledge and understanding of the material being studied).	<i>Creative</i>
Drafting and Asking Questions	a. Students compile a list of questions regarding matters related to the material they are studying and do not yet understand.	<i>Honest</i>
	b. Students ask (according to the questions that have been prepared) to the teacher about matters related to the material being discussed.	<i>Creative</i>
Target Model Review	a. Students and teachers jointly discuss examples in textbooks (Text Models, for example: explanatory texts, or narrative texts (short stories).	<i>Honest</i>
	b. Students record all information about the subject matter that	<i>Friendly/</i>

	has been obtained into their own "notebooks." c. Students "recommunicate" orally or present the subject matter according to their understanding.	<i>Communicative</i>
Group Discussions & Writing Tasks	a. Students in their groups exchange information about the subject matter. b. Students discuss groups on the next occasion, using scientific methods contained in student books or on student worksheets. c. Students discuss data from the subject matter that has been collected/summarized in previous activities. d. Students process information from the subject matter that has been collected, from the results of previous activities/meetings, as well as the results of observing activities and ongoing information collection activities with the help of questions on worksheets. e. Students do questions or writing assignments (independently) according to the learning discussion.	<i>Democratic</i> <i>Tolerance</i> <i>Friendly/Communicative</i> <i>Self-sufficient</i> <i>Responsibility</i>

3. Learning Conclusion Stage

Based on the results of the document review of the learning plan for writing and developing character values of HS-JB HIGH SCHOOL students in learning to write explanatory texts and narrative texts (short stories); At the learning conclusion stage, there are three activities, namely 1) discussion and verification of observations for conclusions, 2) resume making, and 3) performance assessment. The character value developed is 'democratic and responsible' (Dok-Rp/PM-Ekp/TPP; Doc-Rp/PM-Nrs/TPP).

In accordance with the results of the researcher's observations on both the implementation of writing learning and the development of character values; at the learning conclusion stage consists of three activities, namely 1) discussion and verification of observations for conclusions, 2) resume making, and 3) performance assessment (CI / PM-Ekp / TPP; CI/PM-Nrs/TPP). The results of the researchers' interviews with teachers about the learning stage of writing and the development of character values, also showed that at the learning conclusion stage there were three activities, namely 1) discussion and verification of observations for conclusions, 2) resume making, and 3) performance assessment. That, as stated by the teacher of TT-JBI HIGH SCHOOL, is as follows:

Learning to write and developing character values when discussing explanatory texts and narrative texts, at the learning conclusion stage, the activities are both three main things, namely 1) discussion and verification of observations for conclusions, 2) resume making, and 3) performance assessment (Wr-Gr / PM: 1-2 / TPP).

Based on the results of the document review of the learning plan for writing and developing character values of TT-JBI HIGH SCHOOL students on learning to write explanatory texts and narratives (short stories); At the learning conclusion stage, there are three activities, namely: 1) discussion and verification of observations for conclusions; 2) resume creation; and 3) performance assessment.

Discussion and Verification Phase of Observations for Conclusions

In the 'discussion and verification of observations for conclusions' stage, students discuss the results of their observations and verify data or theories in textbooks (sources) to conclude the results of observations, their activities: 1) processing information that is in the nature of finding solutions from various sources that have different opinions; 2) convey the results of discussions about the subject matter in the form of conclusions based on the results of oral or written analysis; 3) conclude about the important points that appear in the newly carried out learning activities, in the form of 'written observation reports'; 4) answer questions about the subject matter contained in the student book; and 5) complete a competency test for the subject matter contained in the student handbook or on the worksheet. The character values developed are democratic and responsibility (Dok-Rp/PM:1-2/TPP-Spl; CL-PG/PM: 1-2/TPP-SPL; wr-gr/pm:1-2/tpg-spl; WR-SW/PM:1-2/TPP-SPL).

The results of the researchers' interviews with teachers about the stages of learning writing and the development of character values, also showed that at the 'discussion and verification stage of observations for conclusions', there were five activities, namely 1) information processing that is in the nature of finding solutions from various sources that have different opinions; 2) convey the results of discussions about the subject matter in the form of conclusions based on the results of oral or written analysis; 3) conclude about the important points that appear in the newly carried out learning activities, in the form of 'written observation reports'; 4) answer questions about the subject matter contained in the student book; and 5) complete a competency test for the subject matter contained in the student handbook or on the worksheet. That, as stated by the teacher of TT-JBI HIGH SCHOOL, is as follows:

Learning to write and developing character values during the discussion of explanatory texts and narrative texts (short stories), at the 'discussion and verification stage of observations for conclusions', the activities are both five main things, namely 1) information processing that is in the nature of finding solutions from various sources that have different opinions; 2) convey the results of discussions about the subject matter in the form of conclusions based on the results of oral or written analysis; 3) conclude about the important points that appear in the newly carried out learning activities, in the form of 'written observation reports'; 4) answer questions about the subject matter contained in the student book; and 5) complete a competency test for the subject matter contained in the student handbook or on the worksheet (Wr-Gr/PM:1-2/TPP-Spl).

The impact of participating in activities number 1-5, students expressed the following:

When participating in learning to write explanatory texts and narratives (short stories); In 'Discussion and Verification of Observations for Conclusions' (activities 1-5), we (Siswa-Siawa) gained experience of 'democracy and responsibility'. At that time, we both had the right to have an opinion (during discussion) and both verified data or theories as accountability (Wr-Sw/PM:1-2/TPP-Spl).

In accordance with the results of the review of lesson plan documents, observations of learning implementation, and interviews with class teachers and students about writing learning and developing character values of TT-JBI HIGH SCHOOL students, it can be concluded that at the stage of 'discussion and verification of observations for conclusions', the development of character values of 'democracy and responsibility' was implemented.

Resume Creation Stage

The development of character values at the stage of making a resume, is implemented in the learning activities, namely 'each student makes a resume with the guidance of the teacher, about important points that appear in the learning activities that have just been completed' (Dok-Rp/PM:1-2/TPP-Rsm; CL-PG/PM: 1-2/TPP-RSM; Wr-Gr/PM:1-2/TPP-Rsm; wr-sw/PM:1-2/TPP-RSM). The character value developed is 'hard work and independence'. This is in accordance with the basis of the foundation believed by the teacher and in accordance with the references he uses in the implementation of his activities. This, in accordance with the teacher's statement as follows:

Students who engage in learning activities in these activities, can have 'behaviors that show earnest effort in overcoming various learning and task barriers, and completing tasks best' and 'attitudes and behaviors that do not easily depend on others in completing tasks'. Therefore, the learning process is a process of 'hard work value development' and 'self-reliance' (Wr-Gr/PM:1-2/TPP-Rsm).

In accordance with this, students who participate in the implementation of learning at the 'resume making' stage state as follows:

When 'creating a resume with teacher guidance', we have to work hard and independently. Hard and independent work to realize or produce a resume. Therefore, we are trained to work hard and work alone in completing tasks that must be done alone (Wr-Sw / PM: 1-2 / TPP-Rsm).

Based on the results of the review of lesson plan documents, observations of learning implementation, and interviews with teachers and students about learning to write explanatory texts and narratives in the development of character values of HS-JBI HIGH SCHOOL students, it can be concluded that at the stage of 'making a resume', the character values he developed were 'hard work and independence'.

Performance Assessment Stage

The development of character values at the 'performance assessment stage', is implemented in the final learning activity, namely 'the teacher checks and assesses student work (Dok-Rp/PM:1-2/TPP-Ukr; CL-PG/PM:1-2/TPP-UKR; wr-gr/pm:1-2/tpp-ukr; WR-SW/PM:1-2/TPP-UKR). The value of the character developed is the value of 'responsibility'. This is in accordance with the basis of the footing believed by the teacher and in accordance with the references he uses in the context of implementing his activities. In accordance with this, the teacher states the following:

When the 'teacher checks and assesses the work of the students', it is the responsibility of the teacher. The implementation of these activities can be used as an example to students in order to 'inculcate behavior to carry out their duties and obligations. Therefore, the process of these activities is a 'value development responsibility' activity (Wr-Gr/PM:1-2/TPP-Ukr).

In accordance with this, students involved in the implementation of learning at the stage of 'examining and assessing student work' state as follows:

When the 'teacher checks and assesses the students' work, we (the students)

obtain examples of teacher behavior that carries out its 'obligation' or is responsible in learning activities, namely assessing learning success (Wr-Sw / PM: 1-2 / TPP-Rsm).

Based on the results of the review of lesson plan documents, observations of learning implementation, and interviews of researchers with teachers and students about learning to write explanatory texts and narratives in the development of character values of TT-JBI HIGH SCHOOL students, it can be concluded that at the 'performance assessment' stage, the character value he developed was 'responsibility'.

The description of the Conclusion Stage of Learning to Write Explanatory and Narrative Text in the development of character values of TT-JBI High School students can be clarified by the description in Table-3 below.

Table-3:

Conclusion Stage of Learning to Write Explanatory and Narrative Text
in Development of Character Values of TT-JBI High School Students

Phase	Details of Activities at the Learning Conclusion Stage
Conclusion	and Development of Student Character Values

Learning		
	Details of Learning Activities	Character Value
Discussion and Verification of Observations for Conclusions	<p>Students discuss the results of their observations and verify data or theories in textbooks (sources) to conclude the results of observations, their activities:</p> <ol style="list-style-type: none"> 1. Information processing that is in the nature of finding solutions from various sources that have different opinions. 2. Convey the results of discussions about the subject matter in the form of conclusions based on the results of oral or written analysis. 3. conclude about the important points that appear in the new learning activities, in the form of: "written observation report"; 4. answer questions about the subject matter contained in the student book; and 5. Complete a competency test for the subject matter contained in the student handbook or on the worksheet. 	<p><i>Democratic</i></p> <p><i>Responsibility</i></p>
Resume Creation	Each student creates a resume with the teacher's guidance on important items that appear in the recently completed learning activity.	<p><i>Strive</i></p> <p><i>Self-sufficient</i></p>
Performance Assessment	The teacher checks and assesses the results of student work.	<i>Responsibility</i>

The results showed that learning to write explanatory texts and narratives in the development of student character values, there are a number of twelve types of character values that are developed. These character values are as follows: *religious, discipline, curiosity, hard work, love to read, honest, creative, friendly/communicative, democratic, tolerance, independence, and responsibility*. The values of these characters, their description can be seen in the following Table-4.

Table-4:

Description of Character Values in Learning to Write Explanatory and Narrative Texts
in Development of Character Values of TT-JBI High School Students

No.	Description of Student Character Values	Types of character values
01	Attitudes and behaviors are obedient in the implementation of the teachings of the religion they follow, tolerant of the implementation of worship of other	<i>Religious</i>

	religions, and live in harmony with followers of other religions.	
02	Actions that demonstrate orderly behavior and comply with various rules and regulations.	<i>Discipline</i>
03	Attitudes and actions that always seek to know more deeply and broadly from something they learn, see, and hear.	<i>Curiosity</i>
04	Behaviors that demonstrate earnest effort in overcoming learning and task barriers, and completing tasks at their best.	<i>Strive</i>
05	The habit of making time to read various readings that give virtue to himself.	<i>Fond of reading</i>
06	Behavior that is carried out in an effort to establish himself as a person who can always be trusted in words, actions, and work.	<i>Honest</i>
07	Thinking and doing something to produce a new way or result from something you already have.	<i>Creative</i>
08	Actions that pay attention to the pleasure of talking, associating, and cooperating with others.	<i>Friendly/ Communicative</i>
09	A way of thinking, behaving, and acting that equally assesses the rights and obligations of oneself and others.	<i>Democratic</i>
10	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves.	<i>Tolerance</i>
11	Attitudes and behaviors that are not easily dependent on others in completing tasks.	<i>Self-sufficient</i>
12	The attitude and behavior of a person to carry out his duties and obligations, which he should do, towards oneself, society, the environment (natural, social and cultural), the country and God Almighty.	<i>Responsibility</i>

Discussion

The results of this study are in the form of "description of the implementation of the learning process of writing explanatory texts and narratives in the development of character values of TT-JBI High School students". The teacher in learning to write explanatory texts and narratives is the TT-JBI High School Teacher. The implementation of learning is based on (1) predetermined learning objectives, (2) existing carrying capacity, and (3) the teaching experience of the TT-JBI High School teacher. These three things contribute and color the realization of the implementation of learning to write explanations and narratives in the development of character values of TT-JBI High School students.

The implementation of the learning process of writing explanatory texts and narrative texts in the development of student character values at TT-JBI HIGH SCHOOL. Both writing lessons aim "students can determine, find, understand, compare content, systematics, and linguistic elements contained in the content of the text; practice it (writing) with curiosity, responsibility, discipline and creativity (integrity) during the learning process; and be honest, confident, and unyielding". Although the learning objectives of both are the same, the 'text study' of each is different. The 1st learning, the study of explanatory texts, is called learning to write explanatory texts. The 2nd lesson, the study of writing narrative texts (short stories), is called learning to write narrative texts. In the study of writing literary texts consisting of short story texts, community story texts, saga texts, and poetry can develop character values such as religious values, being honest, tolerance, independent, confident, and never

giving up. Hart, P., Oliveira, G., & Pike, M. (2020) revealed that literature can be used as a means to provide knowledge and develop students' character values. The development of character values through literature can be done by inviting students to identify, analyze, write, and reflect character values.

The main supporting capacity used by teachers to make writing learning effective is Student Books, Teacher Books, and other supports. The Student Book he used was "Indonesian SMA/MA/SMK/MAK Class XI (Revised Edition 2017), Publisher: Kemendikbud RI". The teacher's book used is "Teacher Book Indonesian SMA/MA/SMK/MAK Class XI (Revised Edition 2017), Publisher: Kemendikbud RI". Other supports, among others, are in the form of material developed by teachers, namely Explanation Text material and Narrative Text (Short Story) material.

The results of this study show that the learning process of writing and character development of TT-JBI HIGH SCHOOL students consists of three stages, namely (1) context development, (2) model review, and (3) learning conclusions. Character education can be presented in every lesson (Ciampa, K., & Wolfe, Z. M., 2021). Likewise, in learning to write texts, Indonesian subjects that can apply writing learning and develop character values. Pike, M. A., Hart, P., Paul, S.-A. S., Lickona, T., & Clarke, P. (2021) character education or character values are very important in developing student morals, so it must be realized in every learning (Zurqoni, 2018).

In accordance with the learning process in general; The learning stages in this study, the first stage is also called the preliminary stage, the second stage is also called the core stage of learning, and the third stage is also called the closing stage of learning. The stage of context development is also called the preliminary stage of learning. The purpose of context development is that all activities at that stage are directed to the context of "writing in accordance with the text studied", it can be explanatory text or narrative text (short story). The model learning stage is also called the core stage of learning. The purpose of model analysis is "the activity of studying the written text model", it can be an explanatory text model or narrative text (short story). The stage of concluding learning is also called the closing of learning. The purpose of learning conclusion is to conclude (close) the implementation of writing learning (explanatory text or narrative text) based on student character. The details of the activities at each stage of writing learning, in addition to being adjusted to the context built, are also directed to the development of character values. The description of character values of this study refers to the identification of character values of *the Ministry of National Education (Kemendiknas, 2010b)*. This is as stated by Zurqoni, Z., Retnawati, H., Arlinwibowo, J., & Apino, E. (2018); Satria, R., & Shahbana, E. (2020) that planning, process or implementation, and evaluation of learning are influential in the successful development of student character values. Indonesian teachers at TT-JBI design or plan learning according to basic competencies and learning objectives of studying and writing texts and developing character values, then the process or implementation according to basic competencies and learning objectives of studying and writing texts, and finally evaluating the achievement of learning objectives and the development of character values.

The implementation of writing learning and the development of character values in Indonesian learning in schools can be implemented in text studies. Character values can be done through habituation, integration, and imitation (Hidayat, M., & Rozak, R. W. A., 2022). In reviewing Indonesian text, the teacher can begin by familiarizing students with reading and understanding explanatory texts or narrative texts (short stories). Integration, teachers can integrate writing with character values, in this case it can be done by studying, analyzing, and reviewing texts. Next, students can rewrite the text that has been studied. After the process is passed, students can be directed to create or write independently, this for example can develop disciplinary and creative values. Based on this discussion, learning to write explanatory texts and narrative texts can simultaneously develop character values.

Conclusion

Based on the results and discussion of the research "learning to write explanatory texts and narratives in the development of student character values and their implementation at TT-JBI HIGH SCHOOL, it can be concluded as follows:

1. Learni
ng to write explanatory texts and narratives in the development of character values of TT-JBI HIGH SCHOOL students is carried out in stages, namely: the stage of context development (introduction); model review stage (core); and the stage of learning conclusion (closing). In the context development stage, there are four activities, namely: orientation, perception, motivation, and reference. At the model review stage, there are four activities, namely: information collection, preparation and questioning, writing model review, and group discussion. At the learning conclusion stage, there are three activities, namely: discussion and verification of observations, resume making, and performance assessment.

2. Chara
cter values developed in learning to write explanatory texts and narratives in the character development of TT-JBI High School students there are twelve types of character values, namely: religious, discipline, curiosity, hard work, honesty, love to read, creative, friendly / communicative, democratic, tolerance, independence, and responsibility.

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