THE OUTCOMES OF SERVICE PROGRAM DESIGN CLASS IN DEVELOPING TEACHER CANDIDATE’S GOOD CHARACTERS ACCORDING TO ELESP STUDENTS

A SARJANA PENDIDIKAN Thesis

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree
In English Language Education

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Rohandi, Ph.D.
more energy and time to it, and more consistency, you get a better result. It comes from the work.

Paul J. Meyer

Everyone wants “happiness”. No one wants “pain”. But you can have “rainbow”, without a little rain.

Unknown

This thesis is dedicated to:

My almighty Lord, Jesus Christ, and Mother Marry

My beloved Mother and Father

My beloved brother

And my beloved friends
STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, August 3rd, 2016

The writer

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ABSTRACT

Wilzet P., Constantia. (2016). The Outcomes of Service Program Design Class in developing Teacher Candidate’s Good Characters according to ELESP Students. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Service Program Design (SPD) class is an important class for ELESP students. It does not only build students’ character as a manager, but also as a teacher candidate. This class is very challenging because of the lecturer and the activities. The SPD class lecturer always gives interesting activities such as coming early in the morning to the class, making artworks, teaching client, listening to short motivational stories, etc. All of those activities help the students to build their good characters. The students should prepare many things before becoming a teacher. They should be well prepared with knowledge, attitude, appearance, skill, and the way they work together with people around them.

The aim of this research is to investigate the outcomes of SPD class in creating good characters according to ELESP students’ batch 2011 until 2012. The research addresses one research question, namely, what kinds of significant learning experiences from SPD class develop students’ good characters as teacher candidates?

Therefore, in order to answer the research question, the researcher used mixed method. It is the mixture of quantitative and qualitative research. The data instruments in this research are questionnaire for quantitative and interview for qualitative. The researcher took participants from ELESP students who had taken SPD class. The researcher collected the stories from the students. Those stories were based on their real experiences in SPD class. The researcher distributed questionnaire to twenty-five students and interviewed twelve students.

The results showed that all of the experiences related to SPD class are significant to develop students’ good character as a teacher candidate to be a professional teacher in the future. It was because the lecturer always gave them some meaningful activities and motivational speech to develop their character. The significant experiences, among others, include how to become creative, disciplined, responsible, and appreciable.

Keywords: Learning outcome, Service Program Design (SPD) class, good character, ELESP students, teacher candidates, significant experiences
ABSTRAK

Wilzet P., Constantia. (2016). The Outcomes of Service Program Design Class in developing Teacher Candidate’s Good Characters according to ELES P Students. Yogyakarta: English Language Education Study Program, Sanata Dharma University.


Tujuan dari penelitian ini adalah meneliti hasil dari kelas SPD dalam membentuk karakter baik menurut mahasiswa PBI angkatan 2011 sampai 2012. Peneliti merumuskan satu masalah, yaitu, pengalaman-pengalaman belajar penting seperti apaakah dari kelas SPD yang membangun karakter baik siswa sebagai calon guru?


Hasil menunjukkan bahwa semua pengalaman bersangkutan dengan SPD class penting untuk membangun karakter baik dari mahasiswa sebagai calon guru untuk menjadi guru yang profesional di masa depan. Itu karena para dosen selalu memberikan aktivitas-aktivitas yang bermanfaat. Para dosen juga memberikan kata-kata motivasi untuk menyemangati mereka mengubah karakter mereka. Pengalaman yang penting diantaranya adalah bagaimana menjadi kreatif, disiplin, bertanggung jawab dan menghargai orang lain.

Kata kunci: Hasil pembelajaran, kelas Service Program Design (SPD), karakter baik, mahasiswa PBI, calon guru, pengalaman-pengalaman yang penting
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CHAPTER I

INTRODUCTION

This research investigates the outcome of Service Program Design class in developing teacher candidates’ good characters according to ELESP students. To get more detailed information, there are six parts presented in this chapter, namely the research background, research problem, problem limitation, research objective, research benefit, and definition of term.

A. Research Background

This research related to the learning outcomes from Service Program Design class that help ELESP students develop their character as a teacher candidate to be professional teacher. Students have to prepare a lot of things such as their knowledge and appearance to become a professional teacher. The activities in SPD class are very effective to help the students improve their character. It is because all of activities encourage students to have good attitudes, behaviors, motivations, and skills. Those criterions are the main point of character building. According to Battistich (2012), character refers to attitudes, behaviors, motivations, and skills. Battistich (2012) states that having character means that “Following the rules”. There were a lot of rules in SPD class. It started from the first day of the class when the students had to sign a contract. It means that they had to prepare their self to follow the rules in the class.

Service Program Design (SPD) class is very helpful for the ELESP students because it helps them to build their good character. They build their
good characters through the activities in the class such as making artwork and coming early in the morning. Those activities build their good character of responsibility. It also gives a lot of benefits in developing ELESP students' character. Some students argue that SPD class is very difficult and challenged. They have to wake up early in the morning, make artworks, face a vicious lecture, and summarize a book. Some students argue that they are very enthusiastic in facing that class together with the lecture. It is because the activities in the class are meaningful.

The researcher’s own view is that, a good character can be built up through some meaningful activities provided in SPD class. The students become more creative and discipline. As an example, there were some students who were scared to become a teacher because they always wake up late. They were also not creative enough to make a learning media which was very helpful to improve students’ understanding. The students also summarized a book that made them become more creative. It was because they have to design the cover of the book.

In SPD class, students also make summary of a book “*How to Start a Service Business*”. They have to measure the appropriate spaces and make sure that there are no hand-writing style differences from the beginning until the last page of their paper. The goal of this task is to make the students consistent with every choice that they make and become responsible.

Teachers are the important people in the school. They teach their students to do the good things and avoid doing the bad things. The example of bad thing is coming late to the school. They have to start it first before they ask their
students to do an action. It means that the teachers hold their part as a model for their students. It is because the students learn from the teacher. They even imitate their teacher. According to Bandura (1997), in Stein and Brook (2013), individuals including children, are able to learn through observing others. A Conduct Problems Prevention Research Group (1999) in Stein and Brook (2013) states that teacher's willingness and ability to generalize social emotion skill by modeling during the interactions with the students have an impact to students’ behaviors.

B. Research Problem

There is one problem that will be discussed in this study. It is formulated as follows:

What kinds of significant learning experiences from SPD class develop students’ good characters as teacher candidates?

C. Problem Limitation

In order to engage in a depth study, the scope of this study is narrowed by some limitations. The limitation placed in subject of the study is ELESP students’ batch 2011 until 2012. At this point, ELESP students from batch 2011 and 2012 are the students who have already passed SPD class. The research focuses on students’ experiences related to their character development in SPD class. The researcher looks for the students’ improvement of their character through the activities in SPD class.
D. Research Objective

The purpose of this study is to answer the questions stated previously in the problem formulation. There is one objective formulated based on the problem mentioned in this study. The objective is clarified as follows:

To find out the SPD students’ significant learning experiences that develop their good characters as teacher candidates.

E. Research Benefit

There are three benefits which are obtained from this research. Since this study is conducted in educational area, the research hopes that this research will give contribution to English language teaching. Those benefits will be clarified as follows:

1. ELESP students

The researcher hopes that this research gives positive contribution to ELESP students. This research presents ELESP students’ experiences about the activities in SPD class that build their good character to be a professional teacher in the future. This research pointed ELESP students as teacher candidates.

SPD class is very meaningful for ELESP students. There are a lot of activities that teach the students to become open-minded in facing their problems. They can be motivated to become a successful person through their own efforts. They will also be more aware of seeing anything around them and learning how to care to everyone. The researcher also hopes that this research can give information to the students who have not taken SPD class.
2. The Future Researchers

The researcher hopes that this research has benefits to the future researchers. Especially, the future researchers who want to do the similar research. They can add additional information related to their research. They can also know better ELESP students’ character development after join Service Program Design (SPD) class by reading the results and discussion of this research.

3. Sanata Dharma University’s Lecturers

This research has a lot of positive results related to ELESP students’ character building. The researcher hopes this research can give big contribution. The lecturer knows the changes of their students’ character through the activities in SPD class. They can also learn through those changes in helping their students to build their good character. The lecturer also knows the activities that can change their students as English teacher candidates to become a professional teacher.

4. General Readers

This research can broaden general reader’s knowledge related to character building. A person with good character will be able to cooperate well with their colleagues in their office. They could know their good ways to build their good character.

F. Definition of Term

This section defines terms in this research in order to avoid misunderstanding and to keep this research stay on the right track.
1. SPD Class

The meaning based on *Buku Panduan Akademik* (2006), SPD is the class that trained the students to have the ability to understand the way to have the good habit in the working world. It is proved with a lot of meaningful activities in the class that change students’ habit. Stedje (2010, p.3) states that character is the culmination of habit, as the result of the ethical choices, behaviors, and attitudes an individual makes. It is also a moral excellence of an individual. The students also learn how to design the proposal and market the program proposed.

2. Character

According to Boleman (n.d) *Character* is inherent complex of attributes that determines a person’s moral and ethical actions and reactions. Lickona in Elkind and Sweet(2004) states that when teachers think about the kind of character they want for their students, it is clear that they want them to be able to judge what is right. Lickona in Stedje (2010) defines character as “knowing the good, desiring the good, and doing the good” (p.3).

3. Learning Outcome

Learning outcomes are an explicit description of what a learner should know, understand and be able to do as a result of learning (Bingham, 1999 in Kennedy, 2007, p.20). Kennedy states that learning outcome focus more on what the students have achieved rather than what they have been taught.
4. English Language Education Study Program (ELESP) Students of Sanata Dharma University

The researcher gives a definition of English Language Education Study Program (ELESP) students of Sanata Dharma University as students who are still learning and already passed English Language education as their study program. The participants of this study are the ELESP students Sanata Dharma University who already took SPD class. The researcher pointed the ELESP students’ batch 2011 and 2012 to get wide and related information that is needed in this study.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories which are related to the topic. The theories are needed to support the opinions from the researcher. The researcher divided the theories into two parts. The first part discusses the theoretical description. The theoretical description describes the meaning of (1) Learning Method in SPD class (2) Learning Outcomes (3) Experience (4) Creativity and Risk-taking and (5) Good Character. The second part is theoretical framework which is used to explain about how those theories used to solve the problem formulation.

A. Theoretical Description

This part displays the nature of Service Program Design (SPD) class that explains a little bit about the class. This part also displays the related theories of the methods in Service Program Design (SPD) class (project-based learning and cooperative language learning), learning outcomes, experience, creative and risk-taking, and good character.

1. The Nature of Service Program Design (SPD) class

The meaning of Service Program Design (SPD) class based on Buku Panduan Akademik (2006) is the class that trained students to have ability to understand the way to have good habit. The students learn to have that ability through the activities in the class. One of the examples was making a list of good
deeds in me. That assignment teaches the students to know their good things includes their good habit.

SPD class is allowed for the ELESP students from batches seven and eight. The students who have not took this class will not graduate from Sanata Dharma University. It is because this class is a must for ELESP students. This class teaches the students about the real world. This class is a challenging class. This class is on the top of the BAA (Biro Administrasi Akademik) building in Kundjono room. The students have to come to the class early in the morning before 6 a.m. They are not allowed to come to the class by lift. They have to climb the stairs. The students who are late will be kicked out and retake the SPD class in the next semester.

There is a contract that must be signed by the students. The contract includes the rules in the class. There also a lot of challenging activities such as making artworks, discussing problems in groups, yelling motto, singing national songs and doing physical exercise. There is also a rule of dressing neatly as the entrepreneur. It is because this class also teaches the students about entrepreneurship.

SPD class trained the ELESP students as teacher candidates to improve their good habit. One of the examples is coming early in the morning to the class. There will be consequences of that rule. The students will be kicked out if they disobey that rule. The students can build their good character of responsibility through that rule. They build their good character of responsibility by coming early in the morning and joining the class until the end of the semester.
2. The Method in Service Program Design (SPD) Class

Service Program Design (SPD) class is an important class in English Language Education Study Program. That class teaches the ELESP students to have good habit to work in the real working world. The students join a lot of activities that help them to build their good character. ELESP students also get meaningful assignments that help them to improve their abilities through the direct experiences with their friends in the class. The activities in SPD class are related to Project-based Learning and Cooperative Language Learning. The definition of Project-based Learning and Cooperative Language Learning would be explained as follows:

a. Project-based Learning

ELESP students will be guided to develop their good character through a lot of activities in SPD class. There are some projects given by the lecturer in SPD class because SPD class used project-based learning. Project-based learning (PBL) is a model that organizes learning around projects (Thomas and John, 2000, p.1). “Projects are complex tasks. It based on challenging questions or problems, involve students in design, problem-solving, decision making, or investigative activities” (Jones, Rasmussen, & Moffit, 1997, in Thomas & John, 2000, p.2).

Project-based learning is the instructional model based on the real-word issues that students get. They decide the ways to face the problem and cooperate in creating problem solution (Bender, 2012, p.1). According to Krauss and Boss (2013), project-based learning refers to the students’
experience of the learning. Students gain important knowledge, skills, and disposition. In PBL, the teacher builds open-ended questions that will be investigated by the students. Those questions build students’ curiosity and drive them to inquiry. PBL uses higher-order thinking includes theorizing, investigating, analyzing, creating, and drawing unique conclusions. Project has the function that serve: inventing, entertaining, persuading, motivating, and inspiring.

b. Cooperative Language Learning

Service Program Design (SPD) lecturer always familiarizes the ELESP students with the positive activities that bring positive atmosphere in the class. According to Olsen and Kagan, cooperative learning is a group learning activity organized so that learning depends on the socially structure that helps the students to exchange the information that they have in group. They also become responsible for each opinion that they have that motivate to increase the learning for the other students (cited in Richards and Rodgers, 2001, p. 192).

3. Learning Outcomes

According to Jakson, Wisdom, and Shaw (2003, p.1), learning outcome is the result of an action or process. It is the result of learning process. It is also the statements that predict what students get as the result of learning. The outcomes approach tells them what they are expected to be able to do in the end of the class. Bingham (1999) in Kennedy (2007, p.20) states that learning outcome is the explicit description about what students should know and understand. The
students are expected to be able to do or practice what they have learnt as the result of learning.

Service Program Design (SPD) class is expected to bring big impact to ELESP students to build their character. It is because they learn a lot of activities in the class. The lecturer always gives examples before asking the students to practice an action. As an example, the lecturer asks the students to yell “my best my very best nothing but my very very best” in the class. The lecturer gives some examples such as telling a short story and doing an action. As a result, the students can practice well what they got from the lecturer. Learning Outcomes can be used as guidance for the students. So that, they know what is expected from them. Thus, they know what should become their focus in their study in the class (Potter and Kustra, 2012).

4. Experience

ELESP students experienced a lot of things in Service Program Design (SPD) class. They learn to build their good character through their experience in the class. According to Kolb in Lewis and Williams (1994), learning is the process whereby knowledge is created from the transformation of the experience. Rogers in Hansen (2000, p.24) states that no one learns something that is meaningful from someone else. The students learnt many meaningful activities from the lecturer. One of the examples was the ways to manage the class.

The researcher tries to gather the best data through participants’ experiences. The story is about people’s life that encapsulates their past, future and present experiences (Dunpath and Samuel, 2009). According to Samuel and
Dunpath (2009), narrative is created by trying to represent research participants’ story. The theories are also useful for the researcher in making the close-ended statements in questionnaire.

5. Creativity and Risk-taking

Students are brave to take a risk when they are ready to be creative. According to Sarah (cited in Kessler, 2000, p.107), creativity is a risk. Creativity is a part of human being. Creativity often involves a sense of danger. Creativity makes the students able to take risks to explore, make mistake and wander out of the box because students need to feel safe. According to Cropley (2001, p.23), “creativity involves departing from the fact, finding new ways, building unusual relationship, and seeing unexpected solution”.

6. Good Character

The teachers will guide their students to do the right things when they teach about character. Good students with good character are those who always help and care about the others, and act upon ethical values (Elkind and Sweet, 2004). Students with good character will do the right thing because they know the differences between the bad and right things.

Peck (1960) in Knowless and McLean (1992) states that character is the terms of motivation and goal that engaged a certain action. Character education takes important basic ethical values such as caring, honesty, fairness, responsibility, and respect for self and others that form the basic criterion of good character (Lickona, Schaps, and Lewis, 1997).
B. Theoretical Framework

This part summarizes the related theories of this research. Those theories will help the researcher to answer the problem formulation as stated in chapter 1: What kinds of significant learning experiences from SPD class develop students’ good characters as teacher candidates?

The theories of learning outcomes are taken from Bingham (1999) in Kennedy (2007, p.20). The author states the big points of learning outcomes such as the aims of the learning outcomes that include student’s achievement and what the students should know and understand as the result of the learning process. The researcher takes Krauss and Boss (2013). The theory supports the researcher to find out the significant experiences from the participants. Project-based learning supports them to build their good character. It is because they do actions through projects that they got.

The researcher employed the theory from Olsen and Kagan cited in Richards and Rodgers (2001, p. 192) that gives brief explanation about cooperative language learning. The theory supports the researcher to find out participants experiences related to cooperative language learning. Cooperative language learning teaches them to be cooperative while working with the other.

The last theories are from Sarah (cited in Kessler, 2000, p.107) about creativity and risk-taking. The theory helps the researcher to arrange the statements and questions about students’ deeper understanding of good character related to creativity and risk-taking.
CHAPTER III

METHODOLOGY

This chapter discusses the method used in this study. The research methodology is divided into six parts namely, research method, research participants, research setting, instrument and data gathering technique, data analysis technique, and research procedure.

A. Research Method

The researcher conducted the research by making use of mixed methods research. It was the mixture of quantitative and qualitative research. The researcher used both qualitative and quantitative research. This research is aimed to find out the experiences or values from SPD class which are significant to develop students’ characters. Mixed method research is suitable in gathering the best data in this research. Ary et al (2010, p. 561) states that mixed method research combines qualitative and quantitative approach in a single or multiphase study. The reason why the researcher used mixed methods as follows:

1. This research used both quantitative and qualitative research. The quantitative research was in the kind of calculation of data to find out the means of the data. The purpose was to analyze the data validation to this research. The qualitative research was to support the quantitative data.

2. The researcher used qualitative and quantitative research to complement the result.
3. The researcher needed to gather the rich information about ELESP students’ stories about their experiences in SPD class that built their good character as teacher candidates.

The type of general purposes of mixed method in this research was triangulation. According to Ary et al (2010, p.561), “triangulation seeks to examine the convergence of evidence from different methods that study the same phenomenon or to corroborate findings from one method by examining the findings using a different method”. The researcher used two types of data instrument, namely questionnaire and interview. The researcher used interview data to support the questionnaire data. The researcher tried to calculate the mean, modus and median in quantitative data in the close-ended questionnaire. The goal of calculating the mean, modus and median is to know the result of the degree of agreement. Mean is the indicator of the central tendency. Median is the middle point. Mode is the score that occurs most frequently in a set of scores Brown (1988). The result of the mean will show the result whether the participants agree that SPD class helps them build their good character. The qualitative data was in the interview and open-ended questions of the questionnaire. Triangulation seeks convergence, corroboration, and correspondence of the result across the different method types (cited in Caracelli and Greene, 1993, p.195).

B. Research Participants

The researcher used purposive sampling in this research. According to Ary, Jacobs, Sorensen, and Walker (2014), purposive sampling is believed to be sufficient to provide maximum understanding about which area are
studying. It uses the participants’ experiences and knowledge to select a sample that is believed to provide the relevant topic or setting.

The research participants are the ELESP students’ batch 2011 and 2012 of Sanata Dharma University. There were twelve students from batch 2012 and thirteen students from batch 2011 who participated to fill out the questionnaire. The researcher interviewed twelve from those participants both from batch 2011 and 2012. There were three male and ten female from batch 2011. Meanwhile, all of the research participants from batch 2012 were female. All of the research participants had already passed Service Program Design (SPD) class.

C. Research Setting

Research setting depends on the participants’ schedule because they had different schedule. There are two data instruments in this research, namely questionnaire and interview. The researcher distributed questionnaire to twenty-five ELESP students batch 2011 until 2012. The researcher did the interview to twelve ELESP students after they answered the questionnaire. The schedule was not well-ordered because the participants were very busy. The duration time for the participants to answer the questionnaire was free, while for the interview was seven until thirty-three minutes. The researcher started to conduct the research from twenty five of February until seven of March. Table 3.1 below shows the time and places of collecting data from the participants.
3.1 Research setting

<table>
<thead>
<tr>
<th>DATE</th>
<th>PLACE</th>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 24, 2016</td>
<td>Boarding house and Sanata Dharma University Mrican</td>
<td>4</td>
</tr>
<tr>
<td>March 1, 2016</td>
<td>Boarding house and Sanata Dharma University Mrican</td>
<td>10</td>
</tr>
<tr>
<td>March 2, 2016</td>
<td>Sanata Dharma University Mrican</td>
<td>4</td>
</tr>
<tr>
<td>March 7, 2016</td>
<td>Boarding house and Sanata Dharma University Mrican</td>
<td>4</td>
</tr>
<tr>
<td>March 10, 2016</td>
<td>Via E-mail</td>
<td>1</td>
</tr>
<tr>
<td>March 13, 2016</td>
<td>Via E-mail</td>
<td>1</td>
</tr>
<tr>
<td>March 15, 2016</td>
<td>Sanata Dharma University Mrican</td>
<td>5</td>
</tr>
</tbody>
</table>

D. Instrument and Data Gathering Technique

There were two data instruments in this research, namely, questionnaire and interview.

1. Questionnaire

This research used questionnaire as the base of the data collection. “The questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics, present and past behavior, standards of behavior or attitudes and their beliefs and reasons for action with respect to the topic under investigation” (Bulmer, 2004, cited in Birds, 2009, p.1307). The questionnaire consists of questions related to the study. Those questions became the basic data for the research to find out the answer of the problem formulation. The researcher designed the questions with looking to the related theories.
The questionnaire used Likert Scale. According to Ary et al (2010, p.209) Likert scale assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, disagree, or strongly disagree. The researcher used two types of questionnaire, namely close form and open-ended questions to gathering the data. The close form consists of 30 close-ended statements. The open-ended consists of 5 questions where the students need to give brief explanation about the things that built their good character. The researcher validates the questionnaire by seeing the pilot study. The researcher took the important points of the questions the put it in the questionnaire. The sample of the questionnaire is in the appendix C.

The researcher also designed the blueprint of close close-ended statement and Open-ended questions as the guidance to build the statements in the Likert Scale and questions in the Essay. The blueprint of close-ended statements is in appendix A and open-ended questions is in appendix B.

2. Interview

This research used interview to get the wide information about students’ character building in Service Program Design (SPD) class. Turner (2010) states that interview provides participants’ deeper information about their experience and viewpoints of a particular topic. The researcher used semi structured interview which means that researcher designed some guiding questions before interviewing the participants. According to Ary et al (2010, p.438), the researcher chooses the interest area and formulated the questions. The researcher
could modify the format or questions during the interview. Table 3.4 bellow shows the blueprint of the interview. That blueprint guided the researcher to design the questions for the interview. The detailed information of the blueprint of the interview is in appendix G.

E. Data Analysis Technique

1) Questionnaire

There were some techniques used in this questionnaire. First of all, the researcher made the pilot questionnaire that was distributed the questionnaire to five ELESP students. Those participants had already passed Service Program Design (SPD) class. The researcher analyzed the result of the pilot questionnaire after the participant gave back the questionnaire. The researcher reconstructed the statements and questions from the pilot questionnaire. The researcher constructed thirty-three statements for close-ended and five questions for open-ended questions. Those statements and questions were relevant to the points needed in this research.

The researcher found the points needed from the theories of some experts related to character building. The researcher distributed to twenty-five ELESP who have already passed Service Program Design (SPD) class. The researcher explained what the participants should do with the questionnaire. This was aimed to make sure that the participants understood about all of the meaning of the items in the questionnaire. So that, the purpose of the questionnaire could be achieved. After the participants returned the questionnaire, the researcher interviewed the participants.
There were some steps in analyzing the questionnaire.

i) Close-ended statements

   a. Dividing the result to the table of disagreement using Likert scale.

   The where four points of agreements as follows:

   1: Strongly Disagree
   2: Disagree
   3: Agree
   4: Strongly Agree

   b. Calculating the mean, median and modus of the table used the formula.

   c. The formula used as follow:

   \[
   \bar{X} = \frac{\sum X}{N}
   \]

   \( \bar{X} \) = Mean

   \( \sum \) = Sum

   \( X \) = Score

   \( N \) = Number of respondents

   \( N \) = Number for the statements (to calculate the final result mean)

   Additional note:

   \( N \) = Number of respondents

   \( Mn \) = Mean is the indicator of the central tendency.

   \( Med \) = Median is the middle point.

   \( Md \) = Mode is the score that occurs most frequently in a set of scores.
The data would be measured by central tendency.

The result of the mean would show the significance of the result. The complete table is in appendix E on the analysis of the close-ended questionnaire.

**Table 3.2 the descriptive statistic of the participants**

<table>
<thead>
<tr>
<th>Point of indicators</th>
<th>No</th>
<th>Respondents’ opinion</th>
<th>N</th>
<th>Central tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mn</td>
</tr>
</tbody>
</table>

1. Putting the result of mean, median and modus to bar graph.

e. Categorizing the bars into lowest, low, average/medium, and high.

ii) Open-ended questions

There were some steps in analyzing the open-ended questions. The first step was putting the answer based on the number. In this step, the researcher rewrote the result from the participants. The second step was categorizing the result into the points. The points explain students’ character development in SPD class. The last step was summarizing the points into the sentences. This step concluded the students’ similar points then make it become one.
2) Interview

The researcher did the interview after the participants return the questionnaire. The duration time of the interview was seven until thirty-three minutes. There were some steps in analyzing the data. The steps were as follows:

- a. Transcribing the participants’ stories from the recording.
- b. Translating the stories into English.
- c. Taking the meaningful points from the stories.
- d. Deciding the points that would become the findings.
- e. Combining all the similar findings.
- f. Summarizing the findings into narrative paragraphs.

F. Research Procedure

The researcher used four steps in conducting and analyzing the research. It was very important for the researcher to go step by step to make the study become clear. Those steps were:

1. Planning

The first step at the beginning was choosing the topic with appropriate problem related to character building in SPD class. Then, the researcher built problem formulation based on the problem that found. The researcher consulted the problem formulation to the advisor. The researcher also gathered further information from the website and read the literatures from the books, papers, and related thesis.
2. Choosing the Method

There were a lot of methods in research when the researcher searched the research methodology. The appropriate method for this study was mixed method. The researcher mixed quantitative and qualitative to get the best data. The research instruments were questionnaire and interview. The researcher tried to answer the problem formulation by using the theories from the experts.

3. Choosing the Participants

In order to get the data, the researcher chose ELESP students who passed the Service Program Design (SPD) class. The researcher chose the ELESP students’ batch 2011 until 2012 to get the richer information related to the character building in SPD class.

4. Pilot studies

The researcher used pilot study to make the possibilities of the research. Pilot study also helped the researcher to build the well-ordered of the questionnaire by taking the effective questions and omitting the unimportant questions. According to Van and Hundley (2002), pilot study is the main version of a full-scale study. It is the specific pre-testing of the particular research instrument such as questionnaire or interview. Pilot study is an important element of a good study design. Pilot study does not guarantee the success of the main study, but it increases likelihood of success.
5. Re-arrange the questionnaire

The researcher re-arranged the questionnaire after conducting the pilot questionnaire. There were some questions of the questionnaire that should be omitted. It was because the questions did not support the researcher to get the richer information.

6. Conducting interview

The researcher conducted the interviews starting from February until March 2016. The method which was used in the interview was semi structure, in which the researcher had prepared the questions guideline to be asked to the participants. The researcher used the smart-phone to record participants’ answer of each question. The researcher transcribed the recording manually by listening to the recording then wrote all the answer of the participants.

7. Calculate the close-ended of the questionnaire

The researcher tried to find out the result of the mean, median and modus in the questionnaire. The result of the mean would be the consideration of the significance of the data. It showed the result in numerical data. The column in Likert scale data showed the degree of the disagreement. The students should give the check mark whether they strongly Disagree (1), Disagree (2), Agree (3), or Strongly Agree (4). There were formulas use to calculate the data.
8. Analyzing the Findings in the Questionnaires and Interviews

The researcher combined all of the students’ answer in open-ended questionnaire based on the number of each point. The researcher translated all of the points into English after categorizing the answer. Those points became the findings in this research. There were a lot of similar findings found. The researcher combined all of the similar findings then paraphrased it into narrative paragraphs.

The researcher conducted the interview data after finishing the open-ended questionnaire part. The researcher transcribed the interview data by transcribing all of the participants’ recording manually. The researcher tried to find the findings then translated it to English. The researcher combined the similar findings and then paraphrases it into narrative paragraphs.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter displayed the data analysis of the research result. The findings were about the significant experiences of ELESP students of Sanata Dharma University batch 2011 until 2012 who had taken Service Program Design. After analyzing the findings, the researcher discussed the significant experiences which were appropriate to help the students build their good character as a teacher candidate. The researcher tried to put the important points of the experiences in this part. The ELESP students shared their stories through their experiences about the activities in SPD class that help them change their character as a teacher candidate. This chapter presented to answer the research problem; 1. What kinds of significant learning experiences from SPD class develop students’ good characters as teacher candidates?

A. The Presentation of Close-ended Form Result

This part showed the table and the diagram of the character building of the ELESP students from the activities in the class. There were twenty-five respondents in this research. They were expected to choose one of the options by giving the tick mark (✓) in the column which correspond to the degree of agreement listed Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). The detailed information about Table 4.3 was in appendix E on the analysis of the close-ended questionnaire.
Table 4.3 the description of participants’ opinion from their experiences

<table>
<thead>
<tr>
<th>Point of indicators</th>
<th>No</th>
<th>Respondents’ opinion on</th>
<th>N</th>
<th>Central tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mn</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>1.</td>
<td>SPD class is really helpful to find out the differences of my knowledge and skill with my friends.</td>
<td>25</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>SPD class helps me to learn how to behave to be a professional teacher.</td>
<td>25</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>SPD class is very meaningful because there are a lot of experiences to build good character as a teacher candidate.</td>
<td>25</td>
<td>3.3</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>4.</td>
<td>The lecturer in SPD class gave assignments that make the students understand the material well.</td>
<td>25</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>The assignments in SPD class help the students to understand the lecturer’s expectation of the final goal of the changes of students’ character.</td>
<td>25</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td>SPD class was very challenging because of the assignments which were very</td>
<td>25</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7.</td>
<td>I can solve the problem of the assignment which given by the lecturer.</td>
<td>25</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>I learnt to make better choice to solve my problem.</td>
<td>25</td>
<td>3.6</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>The lecturer always asks the students to make a group or find a partner to find out the answer of a problem of a topic.</td>
<td>25</td>
<td>3.4</td>
<td>3</td>
</tr>
<tr>
<td>10.</td>
<td>I can give good contribution to my friends in solving a problem of a topic.</td>
<td>25</td>
<td>3.2</td>
<td>3</td>
</tr>
<tr>
<td>11.</td>
<td>I can be responsible for the information that I gave to my friends by giving an example.</td>
<td>25</td>
<td>3.2</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>My friends and I can work together well to solve a problem.</td>
<td>25</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>My friends and I can find the problem solving well.</td>
<td>25</td>
<td>3.4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>25</td>
<td><strong>122.9</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional note:**

N = Number of respondents
Mn = Mean is the indicator of the central tendency.

Med= Median is the middle point.

Md = Mode is the score that occurs most frequently in a set of scores. The formulas of the mean formulated as follow:

$$ \bar{X} = \frac{\sum X}{N} $$

$\bar{X}$ = Mean

$\sum$ = Sum

$X$ = Score

$N$ = Number of respondents

$N$ = Number for the statements (to calculate the final result mean)

The result of the table showed that SPD class was really helpful for the students in building their good character as teacher candidates. The final result of the mean was 3.52 which mean that most of the ELESP students agree SPD class build their good character. It was almost close to option four; “Strongly agree”. There were no students who chose disagree.

B. The Analysis of the Graphic Representation of Frequency Distribution

This part displayed the graphic representation of frequency distribution. The data has been calculated on the Table 4.1. The researcher put the final result of the mean into the graphic representation of frequency distribution. The researcher used Bar Graph because this research also used qualitative research. Bar graph was used to display the distribution of values of qualitative variable and called the distribution of bar graphs (Cooper and Shore, 2010. P.9). The
A researcher could see the different levels of each number from this graphic. There were thirty-five numbers on the close-ended form which included the statements. Those statements become the basic data needed by the researcher.
In this simple bar graph, achievement levels of each number of the statements in the close form in questionnaire are being compared. The left (vertical) axis represents the numbers of means which has been calculated in Table 4.1, and the right (horizontal) axis represents the number of the statements. Bar graph above explains:

1) The red bars are the lowest bars.
2) The pink bars are the low bars.
3) The blue bars are the average or medium bars.
4) The green bars are the high bars.

The list of degree of agreement mentioned before was Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). It means that:

- The lower achievements of number 10 and 11 did not mean that the students disagreed about the contribution of ELESP students while working in a group. All of them agreed that they always gave good contribution and be responsible on it. It was really helpful in building their good character.
- The pink bars signified that the response was not too high. The numbers which fell in this group were 1, 2, 3, 4, 6, 9, and 13.
- The blue bars were average. It was not too low or high. The numbers falling in this group were 5, 7, 8, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, and 34.
- The green bars were the highest achievement of the statements. The included numbers were 30 and 35.
Thus, all of the research participants in this research agreed that Service Program Design Service Program Design (SPD) class improve their good character. The achievement level of the statements in this graphic representation of frequency distribution showed that the students agreed that Service Program Design was really helpful to build their good character.

C. The Discussion of the Open-ended Questions in Questionnaire and Interview

The aim of this part was to find out the descriptive answer to the problem formulation. The researcher took twenty-five participants for the questionnaire and twelve for the interview. Therefore, the researcher only took some and put into italic part. The researcher put the others into paragraphs after translating all of their best points. It was because they had similar points. Their answers were very interesting. They enjoyed answering the questions because they could retell their stories based on their experiences. The researcher gave five questions for open-ended form in questionnaire and fifteen in interview.

This part displayed deeper information of the result of the research. The researcher tried to connect the theories as the guidance to analyze the data. The first theory was from Jakson, Wisdom and Shaws (2003, p.1) who state that learning outcomes was the result of actions or processes. It is the result of the learning process. It tells them what was expected to be able to do in the end of the class. It was really clear that the experiences from the participants are really significant. The participants did a lot of actions in the class that build their character. As the examples, making artworks to make them become creative,
teaching client to prepare their self to teach in the school, and becoming powerful when listen to the lecturer motivations.

Potter and Kustra (2012) state that learning outcomes can be used as the guidance for the students. Therefore, they knew what was expected to them and what should become their focus. According to Bingham (1999) in Kennedy (2007, p.20), learning outcome was the explicit description about what students should know and understand. The students were expected to be able to do or practice what they had learnt as the result of learning. There were many findings in the open-ended questionnaire and the interview. All of the findings showed the outcomes of the activities and materials from SPD class.

The researcher tried to find out the significant experiences from the participants of ELESP students batch 2011 and 2012. All of the participants’ experiences were significant. It was because they had a lot of direct experiences from the class. Kolb cited in Lewis and Williams (1994) states that learning was the process. Knowledge was created from the transformation of the experience. The participants had a lot of experiences through the process of learning activities in the class.

There were many learning outcomes that students got from the learning activities in the class. Those activities helped the students build up their good character. Good students with good character were those who always help and care about the others, and act upon ethical values (Elkind and Sweet, 2004). Peck (1960) in Knowless and McLean (1992) states that character is the terms of motivation and goal that engaged a certain action. Character education takes
important basic ethical values such as caring, honesty, fairness, responsibility, and respect for self and others that form the base criterion of good character (Lickona, Schaps, and Lewis, 2002).

The findings showed students good character that built up from the activities in the class. There were also the theories that linked each other that would help the researcher linked the points of the findings easily. It was really helpful to know students character building from many side. One of the example, making artwork did not just build students character of responsibility, but also gave them motivation to reach the goal that engaged a certain action. The meaning of a certain action was being responsible to do the best for their artwork.

1. The Motivation and goal that engaged a certain action

This part showed the findings related to students character building of the motivation and goal that engaged a certain action. The lecturer gave the meaningful activities in the class that motivated the students to understand the goals of each activity in the class. The students also knew the certain goal of the SPD class. The students built their character of being open-minded and positive thinking through the motivational activities. There were four points in this part as follows:

a. Service Program Design class according to ELESP students.

This part showed the meaning of SPD class according to ELESP students. They could conclude the meaning of SPD class because they had experienced it. The ELESP students learnt a lot of things in this class. It was because the lecturer
gave meaningful activities for them. SPD class was the class that taught the students to build their character to be a better man. They also learnt how to get better life. It was because they followed every activity in the class. They got a lot of differences in their character through the activities in that class. They could distinguish the differences of their character before and after they join the class. They learnt how to be a good teacher through the lecturer itself.

ELESP students said that SPD classes build their character. They also said that the class motivated them to be a better person. The following was what they said about the meaning and the advantages of SPD class.

Student A said that:

“SPD class was an amazing than the other classes because the students could form and build their character. The goal of this class was to produce a great teacher candidate in terms knowledge, character, responsibility and discipline. The success that we reach must be through the long process. It was started from waking up earlier in the morning, be responsible to assignments, and climb the stairs to the class”.

Student B said that:

“SPD class was prepared for the ELESP students to train our self to work, so there are a lot of assignments which requires the students to finish it professionals. The lecturer also gave motivation. It helped the students to develop their character”.

Service Program Design (SPD) class was a class that gave motivational material and experiences. The lecturer not only always gave motivational material, but also the real stories of her or the others experiences that motivated the students to build their good character. As what ELESP students said, SPD class forged in thought and character. It means that class builds their character not only in their attitude, but also in thought.
The lesson in SPD class was not a common lesson, but it was the lesson that changes everything from different point of view. It was because the lecturer shared the motivational stories from different person that make the students have different point of view from those stories. SPD class also taught the students to build their character to become a good leader.

b. The final goals of SPD class according to ELESP students

This part displayed the outcomes of ELESP students understanding of the final goals of SPD class according to them. They could conclude the final goal of that class because they experience it. They said that the goals of SPD class were to build their character of discipline. They also could appreciate the time and manage the time. The most important things were SPD class built their good character of open-minded, well-dressed, creative, responsible. They became polite to the others. The following was what they said about their understanding about lecturer expectation in SPD class.

Student A said that;

“I understand the lecturer’s expectation to build students’ good character. I learn to be a professional teacher candidate. I become responsible and professional while working with the people around me. SPD class was very effective for the character building. There are some interesting lessons given by the lecturer such as discipline, leadership, cooperation, etc.”

Students B said that;

“I understand the final goal of this class. The changes on me in the process and the end of the class, I became more discipline and appreciate the time. I became aware to my problem. I also could manage the time well with join this class”.

Students C said that;
“Actually, I did not understand the meaning and the goal of SPD class. But I began to understand the direction of this class day by day. I concluded that this class built students’ motivation. Little things such as honor the national songs, not yawn, come in time, dress well, built relation with outside agencies, and summarize a book were the kind of unconscious changes done by the teacher candidates”.

ELESP students said that they understand the final goal of SPD class. It built their good character and became better person. It made them become creative, skillful, and responsible. They learnt to understand their character. They also become strong in mental, and ready to work with good quality character. Everything in SPD class was good for them. They could become themselves and be ready to face their world.

c. A good character building as a teacher candidate

The students had learnt many things in SPD class. They could learn how to build their good character well through this class. The lecturer always gave positive orders to the students then they do the real action of it. The students could feel the meaningful activities from the lecturer through their real actions. This part showed the outcomes of SPD class about what they had learnt in the class to build their good character.

The ELESP students learnt a lot of things in SPD class. They learnt to be a professional teacher candidate such as being responsible, prestigious, hardworking, creative, and consistent with the time. There were a lot of activities that build students’ character such as coming on-time, making artwork, time management, being discipline and looking for client. They also learnt that knowing the character of their students was very important. They can teach their
students well when they knew their character. They learnt that as a teacher, they should not just give the example but also did the real action.

d. Good character as a good teacher candidate

This part showed the outcomes of students’ experiences through the activities in SPD class. They could conclude the meaning of good character as a good teacher. ELESP students said that good character was the most important thing that teacher should have. Those important things were making the materials, being discipline and responsible, managing the time, having good attitude and understanding students’ need. Those things should sincerely constructed from a teacher.

A good teacher had to be a professional teacher and always prepared the materials before the day to teach. They should have extensive knowledge, creative and understand the students. Good character was a character that could inspire the students, sociable and get along with everyone. Good teacher should be strong but flexible.

2. The responsibility building

This part showed the points of students’ experiences that build up their good character of responsibility. The students told their experiences while doing the assignments or projects from the lecturer. One of the examples was teaching client. The students had to be responsible to finish their project to teach the client. Jones, Rasmussen, & Moffit (1997) in Thomas and John (2000, p.2) state that project are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative
activities. Bender (2012, p.1) states that project-based learning was the instructional model based on the real-word issues that students get. They decide the ways to face the problem and be cooperative in creating problem solution. According to Krauss and Boss (2013), project-based learning refers to the students’ experience of learning.

The activities in SPD class were really helpful in building students good character. They built their good character of responsibility from the activities in the class. This part also showed the activities that help the students motivate their self to reach the goal of a certain action. The points as follows:

a. **The activities in SPD class related to good character building**

The students could give the positive conclusions about the activities in SPD class that helped them to build good character. This part showed the students’ opinion of those activities. ELESP students said that actually, there were a lot of activities in SPD class such as making artwork, yells, and summary. All of them were very meaningful. The activity of making artwork built creativity and hard work. The lecturer always asked the students to spread in the class as soon as possible to make the students appreciate the time. The lecturer asked them to do it when there was physical exercise.

The ELESP students said that the activities in the SPD class make sense because all of the activities in the class make them have to be confident and always all out. The meaning of always all out in here was expressing everything in their mind out. They had to express it without shame and scare about anything. There was also a project of teaching client. Teaching client with their group
really built their character to make material, look for client, learn manage the time, and understand the client. The activities of making artwork and summary taught them to be patient to face problems and become creative.

b. **The result that students got from SPD class related with character building.**

This part shows the outcomes that students got from SPD class. There were a lot of changes of students’ character from the class. The students got meaningful material and activities which were very helpful to build their good character. ELESP students said that they become aware of many things. Some of them were too lazy to wake up earlier in the morning. They could motivate their self to do the better things such as waking up in the morning. They learnt to not depend on the others and become a better person. They could feel the changes on the way they think and know their character. They became wise in solving their problem. They also learnt to appreciate the others.

ELESP said that they become more open and unselfish. They could do the things that were impossible become possible such as getting up in the morning early. They said that each process that happened to all individual was different, but for sure they had to be discipline and keep watching.

They became more aware, sensitive to the others, appreciate the time, and better than before. The meaning of be more sensitive was always ready whenever the others need help. They could also be better in managing the time, discipline in doing everything on-time and cooperate with the others.
c. The ELESP students’ understanding about good character as good teacher based on the activities in SPD class

This part displayed the outcomes of ELESP students’ understanding about good character as a good teacher based on the activities in SPD class. The goal was to know students’ outcomes of their changes as good teacher candidates to be good future teacher. SPD class could prepare their self to work. There were various experiences from them. They said that all of the activities and the assignment in the class really support them to change their character. As a result, they could conclude the meaning of good teacher with good character based on their experiences in the class. The following was what they said about their understanding about good character as good teacher based on the activities in SPD class.

Student A said that:

“Good characters as teacher candidate was discipline, dress well, understand the other character, and learn from the other experience. As an example, good teacher character was needed while teaching the client. They have to understand client’s need before make the material”.

Student B said that:

“Good teacher characters are responsible, proactive, good time management, alert and responsive. The activities that support those characters are Physical Exercise, summary, artwork, looking for client, the discussion, and yells”.

Student C said that:

“Good character as good teacher use the activities in the class are dress well, summarize the book with many rules and conditions. Apply our self in teaching the agencies outside the campus, and give the motivation to the students”.
All of the ELESP students could give positive response about good teacher characters. Some of them also said that good teacher should have good preparation before teaching their students. They should prepare plans for unpredictable case. They should be confident while teaching their students. They should cooperate in group and become open. They should honor their country. The students learnt it from singing the national song. The students could appreciate and care the other because of group working.

d. Assignments in the class were very helpful in building good character.

The lecturer used project-based learning that made the students get a lot of assignments to help them build their good character. Students could participate well in the class and make them become the better person. According to ELESP students, SPD class was helpful. They said that did an action in the class were very helpful.

Teaching client made them learn to work together with the person who has different opinion. They learnt to work together as a team. They also learnt to explore their potential. They become assertive in attitude. As an example, when the lecturer said on your feet, they should do that as soon as possible and be assertive in doing it. They became aware of the environment around. The following was what they said about their understanding about the advantages of assignment in the SPD class.

Student A said that;

“The assignments such as made artworks taught us to build creativity. The assignment of summarize a book teach us to become consistent in terms of timelines and job. The project to teach client gave the lesson for us about professional teacher principles in the learning process and outside the class”."
Student B said that:

“There was an assignment of making timetable. That assignment helped me to be more discipline and appreciate the time with do the useful things. The other example was making artwork in group. This assignment helps me to become unselfish, listen to friends’ opinion, and be more creative in solve a problem”.

ELESP students said that the assignments in the class were very helpful. They became more discipline, and consistent in doing their assignments. As an example, making summary make them become consistent in finishing it. They said that it was clear. SPD class was helpful. One of the examples was coming on-time to the class. A person will get warning letter and being fired when he comes to his office late. Coming on-time was important. The activity of making timetable made them learn to manage the schedule and time. Summary that taught them become patient.

e. The preparation to teach the client

The lecturer gave a project to teach the client. This was very useful to help the students to prepare themselves to be a good teacher. There were a lot of things they must prepare before becoming a teacher and teaching their students. This part displayed some things that they prepare before teach their client. ELESP students said that the most important things they should prepare were their mental and material. It was because the teacher candidates had to adapt with their environment. They had to make plans then chose a kind of group to be taught. It could be in the hotel, seminary, etc. After that, they made proposal. They also prepared the employment contract. After that, they managed the schedule.
They also had to see students’ need by doing the observation. As an example, one of them said that the group’s client was the brothers from the seminary. Firstly, they had to ask for their needs in which area they wanted to master. Those brothers said that they need to master speak in English. Therefore, they prepared the appropriate materials for them. They also had to really pay attention to the material that was needed by the client. It was because the need of each person of the client was different.

ELESP also built lesson plan and made syllabus before teaching their client. They chose the interesting method and technique. So that, the client could absorb knowledge that they give. They prepared learning media such as handout and videos. They said that they had to prepare their appearance. It was because good appearance and preparation would give positive atmosphere in the class. They said that they must be brave in decline and dare to complain. The meaning of complaining in here was daring to say no when there was a student who was doing wrong. They must have the courage to fight for their own rights as a teacher. They learnt how to behave with clients and handle clients if they complain.

3. Building up responsibility of creativity and risk-taking

This part used two theories. According to Sarah (cited in Kessler, 2000, p.107), creativity is a risk. Creativity made the students able to take risks to explore, make mistake and wander out of box because students need to feel safe.
According to Cropley (2001, p.23), creativity involves departing from the fact, finding new ways, building unusual relationship, and seeing unexpected solution.

The researcher concludes that the participants braved to take risk by coming to this class. It was because there are a lot of challenges in this class. Some of the examples were coming to the class earlier in the morning, making artworks, and summarizing a book. They related the lesson from the class to their real life about risk-taking skills. The students built their good character of responsible through the activities and assignments in the class. One of the examples was making artwork. They had to be responsible to be creative in finishing their artwork.

a. The creativity building

There were a lot of assignments from the lecturer that made the ELESP students as teacher candidates become more creative. Creativity was very important for a teacher. Creative teachers could make their students be interested to the material. As a result, they could learn and remember the materials well. This part displayed the assignment from the lecturer that made the students become more creative.

According to ELESP students, the assignment that made them become more creative was artwork. There were three artworks. The other artworks were based on their good and bad things. Some of the students did not realize that they were creative. They could realize it through making artworks. They said that creativity is not born, but it is made. Each person has their own creativity. The students learnt to always do their best from that assignment. It was because they compete
with the other creative students. Therefore, they would do their best to make it. They said that artwork helped them to visualize their mind into a craft. There was no limited for creativity.

ELESP students said that SPD class built their creativity through the assignments. They became creative when the lecturer gave an assignment to summarize a book with the title *How to Start a Service Business*. They summarized the book to streamline their hands. They also made the cover for their book after summarizing the handbook. They should make the cover interesting. It made them become more creative. They also made yells in their group. Their yell should be interesting enough to be heard. It was because the yells that they made symbolize their group name and characteristic.

b. The experiences of risk-taking outside and inside the class

The lecturer sometimes gave challenges to the ELESP students in the class. One of the challenges was joining the class which meant that they must obey every rule in the class such as coming to the class before 6 a.m. They would be kicked out from that class if they disobey the rule. It was the one of the risk-taking example. Those rules then became their habit. They also practiced it in their real life and the results were good for them. Two of them said that they became brave to take then start join SPD class.

Student A said that:

“*To start SPD class, you have to write and sign on a stamp. We have to be brave to take a risk from that action. When we break the rule, you have to be kicked out from the class*."

Student B said that;
“There will be a risk when we do something and we have to be responsible to do it. As an example, obey the rules in the class”.

SPD class also supported them to graduate soon. It was because they learnt the risk-taking in the class. Two of participants said that they became brave to face the thesis test. They dared to start wrote their thesis, finish it and face the thesis test.

Students A said that:

“Take a risk with writes a thesis and face thesis test. We will not finish if we do not start from the beginning. So risk-taking was we take thesis and we will definitely face an all-out scrambled”.

Student B said that:

“I was not too ready for the thesis test. But I did it. My responsibility was I have to work even harder to prepare for these exams. We must have the courage to take the risk of facing the test. What can we do, we all have to deal with it later”.

ELESP student should be brave to take the risk because there would be a lot of problems in the future as a teacher. One of the participants said that risk-taking was very important because it taught them to be responsible.

“Risk-taking is also very important because you are taught to be brave to take the risk and decide something means you have to be responsible. As an example, our client is far. We have courage to take that risk. The lecturer said that you must be braver, you can do it and you have to be responsible for whatever you do”.

Two of the participants said that they implemented what they had learnt in the class into their real life. One of them told her story when she had to do part-time job and study in the campus. The other told her story when she has to face PPL.

Students A said that:
“The implementation is work part-time while studying. Be responsible to my study in college and part-time job”.

Student B said that:

“Teaching in the school is not easy as micro teaching. I have courage to take PPL and I have to be responsible for it. Making lesson plan is difficult, but I have to be responsible to make it the better. So, I always try to be the best in every meeting”.

ELESP students said that there would be a risk when they did something and they had to be responsible to do it. One of them said that one of the examples of risk-taking was working in the group. The students had to be responsible to work with the other. They had to be brave to responsible in taking the choice with give their opinion about a case.

c. The creativity that built from the assignments in teaching client

The ELESP students did not only become creative in creating artwork or the cover of the book, but also in making material. They could make the creative method while teaching the client. They said that they made the interesting materials, so that the students would not get bored. They became more creative in designing materials for their client. They said that they made interesting material to make their students become powerful in facing their class. They also became creative in making interesting method. They could make creative proposal and prepare the materials included games and performance.

4. Care and respect for self and the others

Olsen and Kagan state that cooperative learning is a group learning activity organized so that learning depends on the socially structure that helps the students to exchange the information that they have in group. They also become
responsible for each opinion that they have that motivate to increase the learning for the other students (cited in Richards and Rodgers, 2001, p. 192). The students learnt to be cooperative in the class. They gave good contribution to their friend by exchanging the information that they got. They also learn to respect each other.

a. The outcomes of grouping

The lecturer sometimes asked the students to work in a group or find out the partner. The lecturer showed videos or played a song. The students discussed the problems in the videos. For the song, the students had to fulfill an empty blank in a lyric. The students got a lot of good results related to character building. ELESP students said that grouping gave the contribution in a lot of things to be better. As an example, knowing the other potential and complement each other. It made them realize that everyone was different. The following was what they said about the advantages of grouping in Service Program Design class.

Student A said that;

“The lecture goal was to make me and my friends find the better problem solving. We could know everyone opinion and appreciate them. I became more discipline and appreciate the time. I also could manage the time well and be optimist. I became confident to my ability”.

Student B said that;

“The lecturer asked the students to make a group to make them change their opinion and point of view about a problem. The students became critical in thinking and solve the problem with their group. Did the discussion with the group also help the students to be more open to their self and to the other. The result from the group discussion was become brave to give opinion and open to our own self”.

Student C said that;
“The students could share their knowledge and socialize with the other people. I got a lot of knowledge in SPD class. After the class, I knew that everything started from our self. When we could see everything positively, we could solve it well”.

ELESP students said that they could find the problem solving through their friends’ point of view. They solved the problem not only from one side point of view. They would share everything to the others. Grouping was to share the information.

b. Building up a sense of humor

This part showed the participants’ experiences about the way the lecturer built good atmosphere in the class. Rogers in Hansen (2000, p.24) states that no one learns something that significant from someone else. The participants always payed attention to the lecturer that made them learn the way to create good atmosphere in the class. Humor was also important for the teachers. It built good relationship with the students.

Humor was also an important character for the teacher. The ELESP students did not have to find an example from the other class. The lecturer in SPD class sometimes showed her humor side while explaining the material. She used some stories that make the students laugh. This part showed the advantages of humor in the class.

ELESP students said that the advantage of humor was to make the atmosphere not too serious. It was to wake up the sleepy students. Therefore, the students would not be sleepy in the class. They said that the lecturer became humorist
because she knew that her class was like hell, so that, she tried to make the students not afraid of her. Having a sense of humor made the lecturer and the students become closer. It was to make the students relax and not getting tense in the class. They said that being humorist created good atmosphere in the class. Therefore, the students would not be depressed. The students learn to care from the lecturer by being humorist. The atmosphere in the class would be better for the students to learn and also built up good relationship between the lecturer and the students.

The teachers could make the teaching learning process interesting by telling some funny stories. It made the teaching learning process not boring. They should not be strain in facing their life’s problem. Some of them said that their lecturer was very firm, hard, responsive and alert, but one-time she became very humorous. It was her character. Humor has something meaningful in it. There were a lot of things and materials that were delivered from humor. It was the way to control the situation in the class.

c. Responsiveness

Responsiveness was very important. The students became aware to the people around them. Their character became better because they could be better person by respecting to the other. This part displayed the examples of being responsive in the SPD class. The ELESP students said that the lecturer got mad when no one cared to help her to carry her stuffs faster. It happened in the first day of SPD class. The students became initiative to help the lecturer in the following days. The atmosphere in the class always made the students do the
positive actions that encouraged them to do the right things. The students became aware of around them. They would help the others who were needed help.

ELESP had to always be ready if there was a friend needed help. As an example, there were unconscious students. The lecturer and the students helped those students as soon as possible. They said that the atmosphere in the class suddenly like they were in the hospital. They gave the first aid to unconscious friends as soon as possible. They also became active when there was a friend helped the lecturer distribute handout. They became responsive to help their friend to distribute the handout to the other friends. The goal of this action was become responsive to the problems in the work area.

5. The actions upon ethical value

This part showed the points of students’ actions in the class that taught them about ethical values. They learnt to act upon ethical value through the activities in the class. Some points as follows:

a. The challenging activities

Doing some activities to make students’ body become powerful to face their daily activities was very important. The students needed to get powerful energy to learn a lot of things to become professional teacher. This part displayed the activities from the lecturer were very meaningful and helpful to help the students be ready to face the real word to become a teacher. ELESP students said that the lecturer always gave PE (Physical Exercise). It made them get their power back to listen to the lecturer and did the activities in the class. They became more enthusiasts because of PE. They said that PE was good for them. There was also
meditation lead by the lecturer. They said that meditation was to make them more relaxed and focused.

ELESP students said that actually getting up in the morning earlier was the one of the good examples to make them more powerful to come to the class. There were also the other activities that made them become powerful. Those activities were standing up faster when the lecturer said on your feet. The lecturer sometimes said it suddenly. There were also singing a national song which made them be ready to face the activities and love their country.

b. The professional dress code

ELESP students as teacher candidate should learn to dress neatly to become a professional teacher. It was very important for them. The students or even the other people around them would be happy to see them when they dressed neatly. The lecturer in SPD class always familiarized the students to dress neatly when coming to the class. This part shows that there were many good advantages of well-dressed. ELESP students said that dressing well made them proud to their self. They become more professional and build their courage. They said that dressing well that made them different from the other classes, so that, it looked like a dignified person.

ELESP students said that wearing dress in well manner in the class prepared them to work. They had to dress well wherever they work. They also had to dress well while teaching the client. It was because the lecturer taught the students to face the real work world. They said that SPD class accustomed their self to work
latter. The expectation from dressing well was becoming a teacher because they were from Education Department.

c. **The motivational speeches and stories**

The lecturer always gave the motivational speeches to the ELESP students to support them to change their character. It was so meaningful for the students because those speeches had deep meaning in it. They said that the lecturer helped them to find the direction of their life through the speeches from her. As example, the lecturer said to do their very best in every action that they did. Then she asked the students to yelled the speech “my best my very best nothing but my very very best”. The students should yell it louder in the class and used their own style. The lecturer also told a story related that speech. The students became powerful to yell that speech because of that story. They said that they had to keep trying to do good thing. They could take a rest when they were tired, but they did not stop and worked on it again. “Do your best and do not stop”. There was also “Kere kudu sakti” meant that they had to do their best. They should not give up when they were still in the bottom, but being powerful to be the better.

The other speech from the lecturer was “everything can always go wrong” which means that they have to prepare a lot of plans in doing something. The ELESP students learnt that they should prepare plans and any possibility for every case. They should prepare their self anytime and everywhere to face any unexpected condition. As an example, they should prepare plans for the learning Medias before they teach in the class. They could use projector to teach their
students. If there was no possibility to use projector, they could use handout. So, the teaching learning would run well. The ELESP students also said “It is difficult only at the beginning”. It meant that they should not be afraid to do the new things. As an example, for SPD class itself. Everything was difficult in the beginning, but they enjoy the following day of that class.

The ELESP students said that the lecturer told them the stories of her real life. As an example the lecturer told a story when she started her life from the bottom which had nothing then she became successful teacher. It motivates students to be the better person. There was also a student said that “To be a real man, you have to deal with the most difficult circumstance”. It meant that every person has to face every difficult problem in their life.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part is about overall conclusion of the research. The second part is about the suggestions given for the ELESP students, the lecturer, the readers and the other researchers.

A. Conclusions

The topic of this research was about the outcomes of service program design class in developing teacher candidate’s good character according to ELESP students. The aim of this research was to find out the rich information about significant experiences from the students related to their character improvement to be a professional teacher in the future through Service Program Design Class. The main point of this research was the teacher candidates from ELESP students. There were twenty-five participants of this research and twelve of them became the interviewee. All of them could retell their experiences about the improvement of their good character well. They even really enjoyed telling it. It was because all of their experiences related to their experiences in SPD class.

The problem formulation of this research was: What kinds of significant learning experiences from SPD class develop students’ good characters as teacher candidates? The researcher gathered the information by distributing the questionnaire to twenty-five students and interviewing twelve students. The results showed that all of the participants agreed that SPD class built their good character. There were two kinds of questionnaire in this research, namely close and open-ended questionnaire. The researcher used Likert scale in close-ended
questionnaire. The result of the mean in the close-ended was 3.52 which mean all of the participants agreed that SPD class built their good character as teacher candidate.

The researcher also used related theories. The theories guided the researcher to find out the significant experiences from the participants. The significant experiences encompass the assignments and activities that made them become creative, cooperative and care to the others. Those things are really helpful for them to be a professional teacher in the future. They become creative through the assignment of making artworks. They also become creative in making learning media when teaching the client. The researcher linked the theories to each other. So, the researcher could design the questions and statements for the questionnaire and interview.

Some of the significant experiences that obtained by ELESP students in SPD class were:

- Care and respect for self and the others

The ELESP students learnt to care and respect for self and the others through grouping. They cooperated well with their friend in their group. They also learnt to appreciate their friends’ opinion. They helped their friends who needed help. Some of the examples were helping the unconscious friends and helping the lecturer turn the light on while watching videos.

- Building up responsibility of creativity and risk-taking
ELESP students developed their good character of responsibility through the artworks. They had responsibility to finish the artwork creatively. They also had to come to the class early in the morning. They will be kicked out if they are late. It was a risk for them. They had responsibility to come early to the class. They learnt to be discipline.

B. Suggestions

This part displayed suggestions for ELESP students, SPD class lecturer, the future researchers, and the readers. The researcher hopes that this research is really useful in case of helping the other people to develop their good characters.

a. ELESP students

This research is meaningful for ELESP students. The researcher suggests that it will be better if the students really practice all of the lessons from Service Program Design class in their real life. All of the lessons from SPD class are meaningful. Actually, all of them could change their character through the activities in the class, but they did not implement all of the activities in their real life. The students have implemented the way they think and dress well, creativity, attitude, and the motivation to be a better person. It is better for them if they also implement their changes in improving their good habit. They have to really pay attention to change their bad habit. Some of them sometimes forget what they have learnt in the class. According to the researcher, they have to really implement what they have learnt in the class to their real life. They should pay attention to their habit first to be a good teacher. A teacher is a model for their students in the school. So, it will be better if ELESP students learn to
implement it, in order to change their bad habit acting positively. The teacher will bring positive atmosphere to the students to act positively.

c. **SPD Class Lecturer**

Since this research focused on the character building of ELESP students, there are some suggestions for the SPD class lecturer. The activities in SPD class are already good. It is because those activities were really helpful to build students’ good character. It has been proved in chapter four. According to the students, actually all of the activities are very important. However, the lecturer sometimes made the students afraid to be in the class. It makes the students sometimes forget what they learnt in the class and just remembered a certain point.

The other point is how to make the students keep doing what they have learnt in the class. The main point here is how the students keep implementing the things that they practice in the class into their real life. There is parable stating that “people make promises to be broken”. Although it is not really true, the lecturer has to be careful. As what they have already said “everything can always go wrong”. One important thing is to make those promises become a part of their life. Over all, everything is good. All of the lecturers could support the students to change their character. Some of them are even motivated to graduate soon. They become better person and professional teacher candidate.

d. **Future Researchers**

This focus on this research is the character building in Service Program Design class. It was about the character building of ELESP students as a teacher
candidate. All of the activities in the class are really meaningful and helpful to build students’ good character as teacher candidates. There are still a lot of things that can be searched related to this topic. As an example, “ELESP students character building to be professional entrepreneur”. This research provided valuable data for the other researcher, especially for the researchers who want to do the research with the related point.

The researcher also hopes that this research could inspire other researcher to do the similar research. So, there will be a lot of data gathering to make ELESP students become professional teacher in the future. The things in the research will be very meaningful for ELESP students as teacher candidates.

d. The Readers

There is so much hope to the readers. As the researcher told before, this research consists of the improvement of ELESP students’ character in SPD class. The researcher hopes that this research can inspire the readers to improve their good character. This research will also be meaningful for the readers who will become teacher in the future. This research is also expected to benefit the teachers.

To conclude, this thesis has shown to the readers how the character building can develop from classes, such as SPD class. What are important from this thesis are the facts that there are a lot of ways to develop good character.
REFERENCES


http://www.bristol.ac.uk/esu/intendedlearningoutcomes/busyacademics.rtf.


APPENDICES
Appendix A: Questionnaire’s Blueprint of Close-ended Statements

<table>
<thead>
<tr>
<th>Number of Statements</th>
<th>The learning outcomes and the related theories</th>
<th>Indicators of Statements</th>
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</table>
| No. 1-3              | Learning Outcomes                             | Students’ understanding of SPD class that guiding and helping them to find and learn about:  
|                      |                                               | - Their ability   
|                      |                                               | - How to act well  
|                      |                                               | - The importance of SPD class |
| No. 4-9              | Learning Outcomes in Project-based Learning   | Projects that help the students to:  
|                      |                                               | - Understand the material  
|                      |                                               | - Understand the final expectation  
|                      |                                               | - Improve good character  
|                      |                                               | - Learn to find problem solving  
|                      |                                               | - Learn to make choice to solve the problem in the real life |
| No. 10-15            | Learning Outcomes in Cooperative Language Learning | Being cooperative to:  
|                      |                                               | - Learn to solve the problem with friends  
|                      |                                               | - Learn to give good contribution  
|                      |                                               | - Be responsible |
| No. 16-17            | Learning Outcomes of Lecturer Motivation Stories | The lecturer’s motivations stories to support the students build their good character. |
| No. 18-25            | Learning Outcomes related to students’ good deeds | Building up students’ good deeds such as:  
|                      |                                               | - Do the good acts in the class  
|                      |                                               | - Care to the others  
|                      |                                               | - Help each other  
|                      |                                               | - Respect the other  
|                      |                                               | - Do the best things |
| No. 26-32 | Learning outcomes related to good criterions to be a professional teacher | The learning outcomes related to the importance of:  
- Having good character  
- Having good behavior and habit  
- Having motivation to be better |
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<td>No. 33</td>
<td>Learning outcome of being humorist in the class</td>
<td>Students’ opinion about being humorist in the class.</td>
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<td>No. 34-35</td>
<td>Learning outcomes of creativity and risk-taking</td>
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Appendix B: Questionnaire’s Blueprint of Open-ended Questions

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<td>Learning outcomes of students understanding of character building in SPD class</td>
<td>Students understanding of character building through their experiences.</td>
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<td>No. 38</td>
<td>Learning outcomes of the lecturer expectation</td>
<td>Lecturer’ expectations for the students before and after join the class.</td>
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<td>No. 39</td>
<td>Learning outcomes of project-based learning</td>
<td>Projects to help the students build their good character.</td>
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<td>No. 40</td>
<td>Learning outcomes of cooperative language learning</td>
<td>the purpose of cooperative language learning for the students</td>
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Appendix C: A Sample of Questionnaire

QUESTIONNAIRE
THE OUTCOMES OF SERVICE PROGRAM DESIGN CLASS IN CREATING TEACHER CANDIDATES’ GOOD CHARACTER ACCORDING TO ELESP STUDENTS

Date: ____________________________

Name: __________________________
Gender: _________________________
Batch: ___________________________

Kuesioner ini bertujuan untuk memeriksa pemahaman dan pendapat kamu mengenai The Outcomes of service Program Design Class in Creating Teacher Candidate’s Good Character According to ELESP Students Batch 2011 until 2012. Saya membutuhkan bantuanmu untuk mengisi hal-hal dibawah ini. Ada 35 pernyataan close-ended dan 5 pertanyaan untuk open-ended.

Tolong berikan tanda centang (✓) pada kolom-kolom di bawah ini in yang sesuai dengan daftar tingkatan kesepakatan (1: Sangat tidak Setuju; 2: Tidak Setuju; 3: Setuju; 4: Sangat setuju). Terima kasih

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<td>--------------------------------------------------------------------------</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Dosen di kelas SPD memberikan siswa banyak tugas sehingga dapat mengerti materi yang diberikan dengan baik.</td>
<td>Dosen in the SPD class gives students many assignments so they can understand the material that is given well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tugas-tugas di kelas SPD membantu saya untuk mengerti harapan dosen akan hasil akhir perubahan karakter yang saya miliki.</td>
<td>Assignments in the SPD class help me understand the teacher's expectations for the final result of character change that I have.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Kelas SPD sangat menantang karena ada banyak tugas yang sangat membantu untuk mengubah karakter siswa sebagai calon guru.</td>
<td>The SPD class is very challenging because there are many assignments that are very helpful for changing the character of the students as future teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Saya dapat memecahkan masalah yang terdapat dalam tugas-tugas yang diberikan oleh dosen.</td>
<td>I can solve the problems that exist in the assignments given by the teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Dosen memberikan tugas untuk mengajar klien agar siswa dapat belajar membagi waktu, membuat rancangan pembelajaran dan membuat media pembelajaran yang cocok dengan materi.</td>
<td>The teacher gives assignments to teach clients so that students can learn to divide time, make learning plans, and make media that are suitable with the material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Saya belajar bagaimana membuat keputusan yang baik untuk mengatasi masalah yang saya dapat di kehidupan nyata saya.</td>
<td>I learn how to make good decisions to handle problems that I encounter in my real life.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Dosen selalu memberi perintah keapda siswa untuk membentuk sebuah kelompok atau mencari teman untuk menemukan jawaban akan suatu permasalahan pada sebuah topik tertentu.</td>
<td>The teacher always gives instructions to the students to form a group or find friends to find answers about a specific problem in a specific topic.</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Saya memberikan kontribusi yang baik kepada teman-teman dalam memecahkan suatu permasalahan mengenai suatu topik tertentu.</td>
<td>I make a good contribution to my friends to solve a problem about a specific topic.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Saya dapat bertanggung jawab untuk bekerjasama dalam kelompok dengan memberikan informasi yang saya ketahui.</td>
<td>I can be responsible for working together in a group and providing information that I know.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>Saya dan teman-teman saya dapat bekerjasama dengan baik untuk memecahkan suatu permasalahan.</td>
<td>I and my friends can work together well to solve a problem.</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>Saya dan teman-teman saya dalam kelompok dapat menemukan jalan keluar yang baik mengenai suatu permasalahan.</td>
<td>I and my friends in the group can find a good way out about a problem.</td>
<td></td>
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<tr>
<td>15</td>
<td>Dosen selalu mengajarkan siswa untuk selalu bekerjasama dengan teman-teman mereka di luar dan di dalam kelompok mengajar.</td>
<td>The teacher always teaches students to always work together with their friends both inside and outside the class.</td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Dosen menceritakan sebuah cerita yang berkaitan dengan materi dapat membantu</td>
<td>The teacher tells a story related to the material that can help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Tentang Dosen dan Siswa</td>
<td></td>
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<td>----</td>
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<tr>
<td>17</td>
<td>Dosen selalu menceritakan cerita tentang kehidupan nyata seseorang untuk membuat siswa mengerti harapan dosen kepada siswa untuk memiliki karakter yang baik.</td>
<td></td>
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</tr>
<tr>
<td>18</td>
<td>Dosen selalu membiaskan siswa untuk melakukan aksi-aksi yang baik saat mempraktekkan materi di dalam kelas.</td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>Dosen mengajarkan siswa untuk selalu peduli dengan teman-teman mereka.</td>
<td></td>
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<tr>
<td>20</td>
<td>Dosen selalu mengajar siswa untuk saling membantu.</td>
<td></td>
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</tr>
<tr>
<td>21</td>
<td>Dosen selalu mengajar siswa untuk selalu sopan dengan teman-teman dan orang yang lebih tua dari mereka.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>22</td>
<td>Siswa memiliki hak untuk selalu melakukan hal yang baik didalam kelas.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>23</td>
<td>Dosen selalu membiarkan siswa untuk menolongnya tanpa meminta ijin terlebih dahulu, seperti menghapus papan tulis.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>24</td>
<td>Dosen selalu membiarkan siswa untuk melakukan apa yang terbaik bagi mereka saat mempraktekkan aksi yang nyata dari sebuah materi dan kata-kata penyemangat.</td>
<td></td>
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</tr>
<tr>
<td>25</td>
<td>Memiliki karakter yang baik sebagai calon guru sangat berarti.</td>
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</tr>
<tr>
<td>26</td>
<td>Memiliki karakter yang baik adalah salah satu kriteria yang penting untuk menjadi guru yang profesional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Dosen selalu membiasakan siswa untuk melakukan PE di awal kelas untuk membuat mereka semangat dalam melakukan aktifitas di kelas.</td>
<td></td>
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<tr>
<td>28</td>
<td>Dosen membiasakan siswa untuk selalu dapat sadar akan suasana kelas kalau dosen tiba-tiba memerintahkan mereka untuk melakukan suatu kegiatan.</td>
<td></td>
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<tr>
<td>29</td>
<td>Dosen selalu menyuruh siswa untuk membiasakan diri datang ke kelas dengan berpakaian rapi seperti karyawan kantor.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>30</td>
<td>Dosen selalu mengajarkan siswa untuk selalu memiliki sikap sigap ketika beliau dan teman-teman dikelas membutuhkan bantuan.</td>
<td></td>
<td></td>
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<tr>
<td>31</td>
<td>Siswa selalu waspada dengan perintah yang tiba-tiba muncul dari dosen.</td>
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</tr>
<tr>
<td>32</td>
<td>Dosen terkadang menjadi humoris saat menjelaskan materi.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Dosen selalu memberikan kata-kata motivasi kepada siswa sebelum memerintahkan mereka untuk melakukan sebuah aktifitas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Siswa dapat lebih kreatif melalui kegiatan-kegiatan di dalam kelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Dosen selalu mengajarkan siswa untuk selalu berani mengambil resiko dalam bentuk tanggung jawab ketika melakukan suatu tindakan.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Tuliskanlah jawabannya

36. Apa yang kamu ketahui mengenai kelas SPD dan kaitannya dalam pembentukan karakter?

37. Apakah kamu mengerti tujuan akhir dari kegiatan yang diberikan oleh dosen dalam bentuk perubahan karakter siswa sebelum dan sesudah bergabung dalam kelas SPD? Tolong jelaskan perubahan karakter yang kamu alami sebagai calon guru yang baik.

38. Apakah dosen memberikanmu banyak tugas untuk menolongmu membangun karakter yang baik sebagai calon guru? Tolong jelaskan bagaimana tugas-tugas tersebut membantumu membangun karakter yang baik sebagai calon guru yang baik.

39. Apa tujuan dosen saat memerintahkan siswa untuk membentuk kelompok saat mencari pemecahan masalah akan suatu topik tertentu? Apa hasil yang kamu dapatkan pada saat dan sesudah mengikuti kelas SPD?

40. Apa yang kamu ketahui tentang karakter yang baik sebagai calon guru yang baik? Tolong jelaskan menggunakan kegiatan-kegiatan yang dilakukan di dalam kelas SPD.
Appendix D: A Sample of the Result of Close-ended Questionnaire

QUESTIONNAIRE
THE OUTCOMES OF SERVICE PROGRAM DESIGN CLASS IN CREATING TEACHER CANDIDATE’S GOOD CHARACTER ACCORDING TO ELESP STUDENTS BATCH 2011 UNTIL 2012

Date: 13/03.2016

Name: Hn
Gender: Female
Batch: 2011

Kuesioner ini bertujuan untuk memeriksa pemahaman dan pendapat kamu mengenai The Outcomes of service Program Design Class in Creating Teacher Candidate’s Good Character According to ELESP Students Batch 2011 until 2012. Saya membutuhkan bantuanmu untuk mengisi hal-hal dibawah ini. Ada 35 pernyataan close-ended dan 5 pertanyaan untuk open-ended.


<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kelas SPD sangat membantu untuk menemukan perbedaan pengetahuan dan kemampuan yang saya miliki dari teman-teman saya.</td>
</tr>
<tr>
<td>2</td>
<td>Kelas SPD membantu saya untuk belajar bagaimana bersikap yang baik untuk menjadi guru yang profesional.</td>
</tr>
<tr>
<td>3</td>
<td>Kelas SPD sangat berarti bagi saya karena memberikan banyak pengalaman untuk membangun karakter yang baik sebagai calon guru.</td>
</tr>
<tr>
<td>4</td>
<td>Dosen di kelas SPD memberikan siswa</td>
</tr>
</tbody>
</table>
banyak tugas sehingga dapat mengerti materi yang diberikan dengan baik.

5 Tugas-tugas di kelas SPD membantu saya untuk mengerti harapan dosen akan hasil akhir perubahan karakter yang saya miliki. ✓

6 Kelas SPD sangat menantang karena ada banyak tugas yang sangat membantu untuk mengubah karakter siswa sebagai calon guru. ✓

7 Saya dapat memecahkan masalah yang terdapat dalam tugas-tugas yang diberikan oleh dosen. ✓

8 Dosen memberikan tugas untuk mengajar klien agar siswa dapat belajar membagi waktu, membuat rancangan pembelajaran dan membuat media pembelajaran yang cocok dengan materi. ✓

9 Saya belajar bagaimana membuat keputusan yang baik untuk mengatasi masalah yang saya dapat di kehidupan nyata saya. ✓

10 Dosen selalu memberi perintah kepada siswa untuk membentuk sebuah kelompok atau mencari teman untuk menemukan jawaban akan suatu permasalahan pada suatu topik tertentu. ✓

11 Saya memberikan kontribusi yang baik kepada teman-teman dalam memecahkan suatu permasalahan mengenai suatu topik tertentu. ✓

12 Saya dapat bertanggung jawab atas informasi yang saya miliki dengan menceritakan suatu contoh yang sesuai dalam memecahkan suatu permasalahan. ✓

13 Saya dan teman-teman saya dapat bekerjasama dengan baik untuk memecahkan suatu permasalahan. ✓

14 Saya dan teman-teman saya dalam kelompok dapat menemukan jalan keluar yang baik mengenai suatu permasalahan. ✓

15 Dosen selalu mengajarkan siswa untuk selalu bekerjasama dengan teman-teman mereka di luar dan di dalam kelompok mengajar. ✓

16 Dosen menceritakan sebuah cerita yang berkaitan dengan materi dapat membantu siswa untuk mengerti materi dengan baik. ✓

17 Dosen selalu menceritakan cerita tentang kehidupan nyata sesorang untuk membuat ✓
<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Dosen selalu membiasakan siswa untuk melakukan aksi-aksi yang baik saat mempraktekkan materi di dalam kelas.</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>Dosen mengajarkan siswa untuk selalu peduli dengan teman-teman mereka.</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>Dosen selalu mengajar siswa untuk saling membatu.</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>Dosen selalu mengajar siswa untuk selalu sopan dengan teman-teman dan orang yang lebih tua dari mereka.</td>
<td>✓</td>
</tr>
<tr>
<td>22</td>
<td>Siswa memiliki hak untuk selalu melakukan hal yang baik didalam kelas.</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>Dosen selalu membiarkan siswa untuk menolongnya tanpa meminta ijin terlebidahulu, seperti menghapus papan tulis.</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>Dosen selalu membiarkan siswa untuk melakukan apa yang terbaik bagi mereka saat mempraktekkan aksi yang nyata dari sebuah materi dan kata-kata penyemangat.</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>Memiliki karakter yang baik sebagai calon guru sangat berarti.</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>Memiliki karakter yang baik adalah salah satu kriteria yang penting untuk menjadi guru yang profesional.</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>Dosen selalu membiasakan siswa untuk melakukan PE di awal kelas untuk membuat mereka semangat dalam melakukan aktifitas di kelas.</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>Dosen membiasakan siswa untuk selalu dapat sadar akan suasana kelas kalau dosen tiba-tiba memerintahkan mereka untuk melakukan suatu kegiatan.</td>
<td>✓</td>
</tr>
<tr>
<td>29</td>
<td>Dosen selalu menyuruh siswa untuk membiasakan diri datang ke kelas dengan berpakaian rapi seperti karyawan kantor.</td>
<td>✓</td>
</tr>
<tr>
<td>30</td>
<td>Dosen selalu mengajarkan siswa untuk memiliki sikap sigap ketika beliau dan teman-teman dikelas membutuhkan bantuan.</td>
<td>✓</td>
</tr>
<tr>
<td>31</td>
<td>Siswa selalu waspada dengan perintah yang tiba-tiba muncul dari dosen.</td>
<td>✓</td>
</tr>
<tr>
<td>32</td>
<td>Dosen terkadang menjadi humoris saat menjelaskan materi.</td>
<td>✓</td>
</tr>
<tr>
<td>33</td>
<td>Siswa dapat lebih kreatif melalui kegiatan-</td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td>Pernyataan</td>
<td>Keterangan</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>34</td>
<td>Dosen selalu memberikan kata-kata motivasi kepada siswa sebelum memerintahkan mereka untuk melakukan sebuah aktifitas.</td>
<td>√</td>
</tr>
<tr>
<td>35</td>
<td>Dosen selalu mengajarkan siswa untuk selalu berani mengambil resiko dalam bentuk tanggung jawab ketika melakukan suatu tindakan.</td>
<td>√</td>
</tr>
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</table>
Appendix E: The Analysis of the Close-ended Questionnaire

<table>
<thead>
<tr>
<th>Point of indicators</th>
<th>No</th>
<th>Respondents’ opinion on</th>
<th>N</th>
<th>Central tendency</th>
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<td></td>
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<td></td>
<td></td>
<td>Mn</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>1.</td>
<td>SPD class is really helpful to find out the differences of my knowledge and skill with my friends.</td>
<td>25</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>SPD class helps me to learn how to behave to be a professional teacher.</td>
<td>25</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>SPD class is very meaningful because there a lot of experiences to build good character as a teacher candidate.</td>
<td>25</td>
<td>3.3</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>4.</td>
<td>The lecturer in SPD class gave assignments that make the students understand the material well.</td>
<td>25</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>The assignments in SPD class help the students to understand the lecturer's expectation of the final goal of the changes of students’</td>
<td>25</td>
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<td></td>
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</tr>
<tr>
<td>6.</td>
<td>SPD class was very challenging because of the assignments which were very helpful to change students’ character as a teacher candidate.</td>
<td>25</td>
<td>3.3</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>I can solve the problem of the assignment which given by the lecturer.</td>
<td>25</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>I learnt to make better choice to solve my problem.</td>
<td>25</td>
<td>3.6</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>The lecturer always asks the students to make a group or find a partner to find out the answer of a problem of a topic.</td>
<td>25</td>
<td>3.4</td>
<td>3</td>
</tr>
<tr>
<td>10.</td>
<td>I can give good contribution to my friends in solving a problem of a topic.</td>
<td>25</td>
<td>3.2</td>
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</tr>
<tr>
<td>11.</td>
<td>I can be responsible for the information that I gave to my friends by giving an</td>
<td>25</td>
<td>3.2</td>
<td>3</td>
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</tr>
<tr>
<td>12.</td>
<td>My friends and I can work together well to solve a problem.</td>
<td>25</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>My friends and I can find the problem solving well.</td>
<td>25</td>
<td>3.4</td>
<td>3</td>
</tr>
<tr>
<td>14.</td>
<td>The lecturer told a story that related with the material to make the students understand well.</td>
<td>25</td>
<td>3.6</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>The lecturer always tells a real life story of someone to make the students understand her expectation to build their good character.</td>
<td>25</td>
<td>3.6</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>The lecturer always asks the students to do the good actions while practicing a material in the class.</td>
<td>25</td>
<td>3.5</td>
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</tr>
<tr>
<td>17.</td>
<td>The lecturer always teaches the students to care with their friends.</td>
<td>25</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td>The lecturer always teaches</td>
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<td>3.5</td>
<td>3</td>
</tr>
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<td></td>
<td>Description</td>
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<td>Score 2</td>
<td>Score 3</td>
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<td>---------</td>
</tr>
<tr>
<td>19.</td>
<td>The lecturer always teaches the students to always be polite to their friends and the older people.</td>
<td>25</td>
<td>3.6</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>The students have a right to do the right things in the class.</td>
<td>25</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>21.</td>
<td>The lecturer always let the students to help her without asking her permission first such as erase the whiteboard.</td>
<td>25</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>22.</td>
<td>The lecturer always let the students to do what the best for them while practicing a real action from a material and motivation speaks.</td>
<td>25</td>
<td>3.7</td>
<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>Having good character as a teacher candidate is very meaningful.</td>
<td>25</td>
<td>3.7</td>
<td>4</td>
</tr>
<tr>
<td>24.</td>
<td>Having good character is one</td>
<td>25</td>
<td>3.6</td>
<td>4</td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>Score</td>
<td>Rating</td>
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</tr>
<tr>
<td>25.</td>
<td>The lecturer familiarizes the students to do physical exercise in the class to make them become powerful in doing the activities.</td>
<td>25</td>
<td>3.5</td>
<td>3 3</td>
</tr>
<tr>
<td>26.</td>
<td>The lecturer familiarized the students to always be aware to her command.</td>
<td>25</td>
<td>3.5</td>
<td>4 4</td>
</tr>
<tr>
<td>27.</td>
<td>The lecturer always asks the students to familiarize themselves to dress well like a manager.</td>
<td>25</td>
<td>3.7</td>
<td>4 4</td>
</tr>
<tr>
<td>28.</td>
<td>The lecturer always teaches the students to work together with their friends inside and outside the class.</td>
<td>25</td>
<td>3.5</td>
<td>3 3</td>
</tr>
<tr>
<td>29.</td>
<td>The lecturer taught the students to always be ready</td>
<td>25</td>
<td>3.7</td>
<td>4 4</td>
</tr>
<tr>
<td></td>
<td>when the lecturer and friends suddenly need help.</td>
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<tr>
<td>30.</td>
<td>The students always become wary with the sudden order from the lecturer.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>31.</td>
<td>The lecturer gave the project to teach the client to make the students learn to manage the time, make lesson plan, and learning media that appropriate to the material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>The lecturer sometime becomes humorist while explaining the material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>The students become more creative through the activities in the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>The lecturer always give the motivational speak to the students before give an order to do an activity.</td>
<td></td>
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</tr>
</tbody>
</table>
The lecturer always teaches the students to always be brave to take the risk and be responsible in doing something.

<p>| | | | | |</p>
<table>
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<tr>
<td>35.</td>
<td>The lecturer always teaches the students to always be brave to take the risk and be responsible in doing something.</td>
<td>25</td>
<td>3.8</td>
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<td>25</td>
<td>122.9</td>
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<td></td>
<td>3.52</td>
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<td></td>
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</tbody>
</table>
### Appendix F: The Result of Open-ended Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.</td>
<td>Apa yang kamu ketahui mengenai kelas SPD dan kaitannya dalam pembentukan karakter?</td>
</tr>
<tr>
<td></td>
<td>● Kelas SPD sangat membantu mahasiswa dalam membentuk karakter yang disiplin, tangguh, bertanggung jawab dan siap kerja.</td>
</tr>
<tr>
<td></td>
<td>● Kelas SPD mengajarkan tentang banyak hal. Salah satunya adalah cara membangun karakter yang baik sebagai calon guru yang profesional dalam segala hal. Seperti kedisiplinan diri dan tanggung jawab yang tinggi.</td>
</tr>
<tr>
<td></td>
<td>● Kelas SPD merupakan kelas yang sangat baik untuk membentuk karakter seseorang bukan hanya seorang guru saja yang memerlukan kelas seperti ini mengajarkan saya untuk menjadi pribadi yang lebih baik lagi.</td>
</tr>
<tr>
<td></td>
<td>● SPD merupakan salah satu mata kuliah paling asyik. Karena kelas SPD mengajarkan kita sebagai manager yang bisa menghargai waktu, berpenampilan rapi, bekerjasama dalam kelompok, dsb. DAN merupakan pembentukan karakter yang dibutuhkan sebagai calon guru profesional. Kelas SPD membantu saya belajar untuk mengerti karakter seperti apa saja yang dibutuhkan sebagai calon guru profesional.</td>
</tr>
<tr>
<td></td>
<td>● Mental baja</td>
</tr>
<tr>
<td></td>
<td>● Strong mental</td>
</tr>
<tr>
<td></td>
<td>● SPD membuat mahasiswa menjadi disiplin dengan kebiasaan dan aturan-aturan yang ada.</td>
</tr>
<tr>
<td></td>
<td>● SPD membantu mahasiswa dalam mencari karakter dan memotivasi mahasiswa.</td>
</tr>
<tr>
<td></td>
<td>● Kelas SPD menanamkan sikap tanggung jawab yang tinggi.</td>
</tr>
<tr>
<td></td>
<td>● Kelas SPD yang berisikan materi-materi motivasi dan pembentukan karakter yang membantu mahasiswa dalam mengenal karakter diri dan bagaimana membangun karakter masing-masing.</td>
</tr>
<tr>
<td></td>
<td>● SPD (service Program Design) adalah salah satu mata kuliah yang mengajarkan mahasiswai untuk belajar menghargai waktu, disiplin, tidak mudah menyerah, mengelola waktu dengan baik karena adanya ‘deadline’.</td>
</tr>
<tr>
<td></td>
<td>● Selalu menanamkan semangat magis dalam diri dan peka terhadap lingkungan sekitar.</td>
</tr>
<tr>
<td></td>
<td>● Klas SPD bagi saya adalah kelas khusus pembentukan karakter. Saya banyak berubah setelah mengikuti kelas SPD.</td>
</tr>
<tr>
<td></td>
<td>● Sikap siaga dalam kelas.</td>
</tr>
<tr>
<td></td>
<td>● SPD dapat membantu mahasiswa menemukan jati dirinya.</td>
</tr>
<tr>
<td></td>
<td>● Kegiatan di kelas SPD membantu mahasiswa untuk mengetahui...</td>
</tr>
</tbody>
</table>
karakternya masing-masing dan menumbuhkan kesadaran untuk mengembangkan karakter positif dari mahasiswa.

- Kelas SPD yaitu kelas yang mengajarkan kita untuk menjadi calon guru yang baik. Di kelas ini kita dibentuk menjadi karakter seorang pemimpin, dan menyelesaikan masalah.
- Mengajarkan kita untuk menjadi lebih disiplin.
- Kelas SPD mengajarkan sikap disiplin sehingga membantu para calon guru untuk bisa bersikap profesional.
- Datang on time yaitu menghargai waktu orang lain.
- Melalui kelas SPD, siswa diingatkan, diajar, dan diselisih mengenai dunia profesional. Di dunia profesional, karakter sangat penting dan kami selalu diingatkan mengenai itu.
- Pembentukan karakter di kelas SPD menurut saya sangat kuat terutama kedisiplinan (waktu), teliti, bertanggung jawab, profesional, dll.
- Kelas SPD adalah kelas yang luar biasa dari kelas-kelas yang lain, karena di kelas ini mahasiswa dapat membentuk dan membangun karakter mereka. Tujuan dari kelas ini, secara garis besar, untuk memproduksi mahasiswa /calon guru yang luar biasa dari segi pengetahuan, karakter, tanggung jawab dan yang terutama adalah kedisiplinan. Kesuksesan yang akan kita raih, harus melalui proses panjang seperti kesuksesan dalam kelas SPD diawali dengan kedisiplinan bangun pagi, tanggung jawab dengan tugas-tugas, dan proses penempaan yang diawali dengan menaiki anak tangga ke ruang kelas.
- Menurut saya, kelas ini disiapkan bagi mahasiswa PBI untuk melatih diri sebelum terjun ke dunia kerja, sehingga banyak tugas yang menuntut mahasiswa menyelesaikannya dengan profesional. Dosen juga sering memberikan motivasi yang menurut saya itu membantu mahasiswa mengembangkan karakter yg selama ini mungkin belum tergali cukup baik.
- Kelas SPD adalah kelas motivasi yang mengajarkan tentang kerasnya kehidupan nyata. Kelas ini mengajarkan kita untuk bersyukur akan apa yang kita terima di dalam kehidupan ini dan bagaimana cara menghadapi serta bertanggung jawab dalam setiap keputusan yang kita ambil di dalam kehidupan kita. Hubungannya dalam dunia pendidikan, kelas SPD melatih kita, calon guru Bahasa Inggris, untuk dapat bersikap dan berpenampilan layaknya “the real teacher”. Salah satu contoh kegiatan yang ada di dalam kelas ini adalah membuat proposal dan menyebarkannya ke beberapa instansi yang sekiranya membutuhkan tenaga pendidik Bahasa Inggris.
- SPD adalah sebuah kegiatan belajar di dalam kelas yang menuntut para mahasiswa untuk menjadi lebih sigap, tanggap, kreatif dan berfikir cepat.
| 37. | Apakah kamu mengerti tujuan akhir dari kegiatan yang diberikan oleh dosen dalam bentuk perubahan karakter siswa sebelum dan sesudah bergabung dalam kelas SPD? Tolong jelaskan perubahan karakter yang kamu alami sebagai calon guru yang baik. |

- Ya, saya menjadi orang yang disiplin dan menghargai waktu.
- Lebih berani untuk lebih terbuka atau open-minded.
- Jadi disiplin, bangun pagi, pakai rok, pakai sepatu pantovel, terbiasa under pressure, dan dipaksa kreatif.
- Tujuan perubahan karakter yang aku alami adalah aku belajar bertanggung jawab dengan semua tugas, belajar membagi waktu (time management) dan belajar on-time.
- Ya, menjadi lebih disiplin, tidak mudah menyerah, menghargai waktu.
- Ya. Contohnya, saya lebih menghargai waktu, lebih peka ketika orang lain membutuhkan bantuan, lebih memperhatikan penampilan, mau membantu dan mendengarkan orang lain.
- Ya, saya menjadi lebih disiplin dan peduli kepada siswa.
- Selain berubah dalam hal profesional, dalam hal berpakaian pun juga berubah. Lebih rapi dan sopan.
- SPD mengajarkan atau membiasakan mahasiswa yang sudah akan lulus untuk fase hidup selanjutnya.
- Ya, saya mengerti harapan dosen untuk membentuk karakter mahasiswa yang baik. Perubahan yang saya alami adalah dalam hal belajar menjadi sosok calon guru yang profesional. Perubahan karakter berupa menjadi sosok guru yang lebih bertanggung jawab dan profesional dalam bekerja sama dengan orang-orang sekitar. Kelas SPD sangat efektif untuk pembentukan karakter dan ada beberapa pelajaran yang menarik yang diberikan oleh dosen di kelas tersebut seperti kedisiplinan, kepemimpinan, gotong rotong, dsb.
- Ya, perubahan-perubahan yang saya alami dalam proses dan hasil akhirnya yakni saya menjadi lebih disiplin dan menghargai waktu. Saya juga menjadi lebih sigap dengan permasalahan yang ada. Saya juga dapat me-manage waktu saya dengan baik dengan mengikuti perkuliahan ini.
- Iya saya mengerti, contoh perubahan karakter yang pernah saya alami, bangunpagi dan berpakaian rapi seperti manager ke kampus, mengajar klien dan kita harus bersikap profesional. Setiap pertemuan diadakan PE, kerjasama dan belajar bersama kelompok. Bagaimana bisa mentoleransi satu sama lain di dalam kelompok.
- Sebelumnya saya adalah orang yang cuek dan sedikit susah berkonsentrasi. Namun, SPD mengajarkan untuk peduli dan lebih
Saya mngerti, saya mengalami beberapa perubahan karakter yang significant, seperti; lebih percaya diri, yakin akan kemampuan sendiri, belajar membangun karakter positif dalam mengatasi masalah, dan lebih tegas dalam bersikap.

Tujuan akhirnya adalah membentuk karakter yang bertanggung jawab, kreatif dan mandiri, yang pada akhirnya menjadi karakter pendidik maupun pemimpin yang baik. Perubahan yang terjadi; sering telat menjadi lebih menghargai waktu atau on time. Mudah panik menjadi lebih tenang dalam mengambil keputusan.

Saya menjadi mahasiswa yang lebih bertanggungjawab akan tugas dan perintah yang diberikan. Merasa harus merubah karakter yang lebih baik.

Ya. Saya menjadi lebih sadar pentingnya untuk tanggap dan berbuat kebaikan tanpa memedulikan tanggapan orang lain. Saya lebih menghargai orang lain dan menjadi lebih bijak dalam bersikap dan menghadapi situasi.

Tujuannya yaitu agar saya menyadari perubahan-perubahan positif yang saya alami. Selain itu agar saya bisa melakukan perbaikan-perbaikan atas kesalahan-kesalahan saya sebelumnya. Saya menjadi terbiasa bangun lagi atau on time. Saya juga menyadari bagaimana harus berdandan rapi karena sebelumnya saya kadang ke kampus mengenakan kaos. Saya juga belajar untuk mengajar ke klien.

Kami diharapkan semakin siap mental dan karakter untuk menghadapi dunia profesional. Di kelas ini saya yang semula sering terlambat hadir, menjadi lebih disiplin. Saya juga menjadi lebih peka terhadap keadaan sekitar. Saya juga dibukukan di luar sana banyak yang sangat profesional.

Yang saya pahami dari makna perubahan di dalam kelas SPD pasti menjadi pribadi yang baik dari sebelumnya, sebagai calon guru yang baik, seharsunya datang sebelum bel, dari kelas SPD saya belajar kedisiplinan untuk datang in time. Rasa tanggung jawab yang tinggi atas seluruh sesuatu, misal tanggung jawab untuk materi yang akan diajarkan, kepada siswa bagaimana mengatur siswa di kelas, dll. Namun kita patut memberi penghargaan pada diri kita sendiri dengan usaha dan hasil yg kita capai karena
perubahan adalah proses dimana kita menjadi semakin baik dari hari ke hari. Perubahan yang saya alami adalah saya jadi lebih menghargai diri saya sendiri, bisa mengemukakan pendapat dan jadi lebih berani bicara didepan orang banyak.

- Ya, Tujuan akhirnya mempersiapkan mahasiswa terjun ke dunia kerja dengan karakter yg baik dan berkualitas. Perubahan paling besar yang saya rasakan adalah saya menjadi lebih terstruktur dalam mengerjakan apapun (well-planned).

- Awalnya saya tidak begitu memahami maksud dan tujuan dari kelas SPD. Namun seiring berjalannya waktu, saya mulai mengerti arah dari pengajaran kelas ini. Saya menyimpulkan bahwa kelas ini lebih condong dalam membangun motivasi di dalam diri setiap murid. Hal-hal kecil seperti menghormati lagu kebangsaan, dilarang menguap di dalam kelas, datang harus “in time”, berpakain rapi, berhubungan dengan dunia luar (instansi luar selain di universitas), merangkum buku dan sebagainya merupakan bentuk - bentuk perubahan yang secara tidak sadar dilakukan oleh para murid atau calon guru.

- Tujuan akhirnya adalah untuk membentuk kami menjadi mahasiswa yang cekatan, kreatif, dan bertanggung jawab. Belajar menjadi lebih kreatif. Lebih memahami karakter diri. Lebih bertanggung jawab untuk menyalipkan hal-hal kecil.

38. Apakah dosen memberikan banyak tugas untuk menolongmu membangun karakter yang baik sebagai calon guru? Tolong jelaskan bagaimana tugas - tugas tersebut membantumu membangun karakter yang baik sebagai calon guru yang baik.

- Ya, mahasiswanya mengerjakan summary, saya harus fokus, teliti, dan pandai mengatur waktu.

- Ya, tugas - tugas seperti membuat artwork yang mengajarkan tentang membangun kreatifitas diri, membuat ringkasan bukti mengajarkan tentang menjadi sosok yang konsisten dalam hal ketepatan waktu dan pekerjaan. Tugas mengejar klien, mengajarkan prinsip menjadi guru yang profesional dalam proses pembelajaran di dalam maupun di luar kelas.

- Tidak, menurut saya tugas yang diberikan dosen tidak terlalu banyak dan sepekunya saja. Saya merasa tugas - tugas yang diberikan mengasah kemampuan saya dalam membuat media pembelajaran kreatif. Tugas - tugas yang diberikan juga membuat saya lebih memahami karakter saya sendiri baik dengan sikap - sikap yang harus saya ubah dan melihat kelebihan saya.

- Ya, contohnya tugas mencatat 100 good and bad things. Dengan adanya tugas ini, kita disuruh menulis tentang karakter kita sendiri yang berhubungan dengan melakukan hal baik dan buruk. Kita menjadi tahu apa saja yang sudah kita lakukan. Yang baik tetap
dilakukan dan yang uruk ditingalkan.
- Iya, kita harus mengajar klien.
- Ya, terbiasa under pressure dan keluar dari lingkaran nyaman.
- Tidak. Bagi saya dosen labih membantu dalam bersikap dan memberikan karakter sesuai dan seperti dunia kerja sesungguhnya.
- Tugas yang membantu membangun karakter adalah summary karena di sini belajar untuk teliti, fokus da rajin.
- Tugas yang diberikan membantu untuk membangun karakter saya, tetapi tidak berdasarkan banyak atau sedikitnya tugas yang diberikan. Contoh tugas yang membantu misalnya menanamkan pikiran yang selalu positif dalam mengahadapi masalah. Ketika menghadapi masalah secara positif dan yakin kita bisa menghadapi masalah itu. Ketika saya mempraktikkan latihan tersebut, ternyata bermanfaat positif.
- Ya, lebih ke ‘time management’ karenakan nantinya menjadi seorang guru tidaklah mudah, harus merencang pembelajaran, membuat materi, menyelesaikan administrasi sekolah. Jadi, lewat SPD juga belajar banyak untuk me-manage waktu agar semua tugas dapat terselesaikan dengan baik dan tepat waktu.
- Ya, contohnya membuat time table. Tugas tersebut membantu saya untuk lebih disiplin, megharga waktu dengan melakukan hal-hal berguna selama saya masih hidup. Contoh lainnya adalah ketika membuat artwork dalam kelompok. Tugas ini sangat membantu saya untuk tidak egois, untuk dapat mendengarkan pendapat teman, untuk lebih kreatif dalam memecahkan suatu masalah.
- Tugas menulis; membangun rasa tanggung jawab dan konsisten saya. Eulogy; membuat saya menyadari bahwa saya dapat mempengaruhi hidup orang lain. Menjadikan saya menjadi lebih positif dan percaya diri. Artwork; membangun kemampuan bersaing dan kreativitas.
- Ya, tugas-tugas diberikan untuk kita dapat mengatur waktu dengan baik.
- Ya, membuat time table contoh paling sederhana karena dengan time table saya jadi lebih menghargai dan bertanggung jawab dengan waktu.
- Tugas itu membantu saya banyak hal. Artwork membantu saya untuk lebih kreatif, summary mengajarkan saya harus rajin dan tidak menunda-nunda, mengajar klien mengajarkan saya membagi waktu. Semua tugas itu membantu saya sadar bahwa menjadi guru
harus memiliki persiapan penuh, kesabaran, dan kreatifitas.

- Ya, kita diajarkan untuk menjadi lebih kreatif melalui tugas-tugas tersebut.
- Biasanya seorang calon guru merasa terbebani ketika harus dihadapkan oleh tugas yang banyak. Tetapi melalui SPD, tugas-tugas yang diberikan membantu dalam hal pembentukan sikap bertanggung jawab akan sebuah pekerjaan.
- Ya, membuat artwork “memaksa” mahasiswa untuk berfikir out of the box dan memanfaatkan baran yan ada.


- Ya. Tugas membuat jasa penjaran dan mencari client menurut saya merupakan praktek yang berat dan menantang namun memberikan hasil yang baik karena kami menjadi terjun langsung ke dunia kerja yang mewajibkan kita memiliki kualifikasi yang baik, cara mendekati client yang baik dan bagaimana kami me- branding kelompok kami. Ini sangat berbeda dari matakuliah PPL dimana kita hanya menunggu ditempatkan untuk praktek mengajar tanpa mengalami penolakan penolakan dan upaya lebih berat untuk bisa mengajar.

- Datang “in time” merupakan tugas setiap minggu yang harus dilakukan karena jika sekali saja telat masuk kelas, kita akan di DO dan harus mengikuti kelas SPD di semester yang akan datang. Hal ini membangun karakter saya sebagai orang yang harus menghargai waktu, dan orang yang disiplin. Karena saat kita berada di dunia kerja tidak akan ada toleransi dengan hal tersebut. Berpakaian rapi dan formal. Tugas ini juga dilakukan setiap pertemuan di kelas SPD. Dengan membiasakan diri berpakaian
layaknya orang yang sudah bekerja di dunia nyata, sehingga kita sebagai calon guru tidak merasa risih dan canggung lagi jika harus menggunakan pakaian yang demikian. Pandangan orang atau bahkan atasan kita akan merasa bahwa kita sungguh-sungguh menghargai pekerjaan kita.

- Timetable melatih untuk membuat perencanaan-perencanaan dan untuk mencapa tujuan yang telah dibuat. Artwork menggali bakat seni dan kekreatifan dalam diri. Mengajar klien membangun kekompakan, membangun skill mengajar dan tanggung jawab.

<table>
<thead>
<tr>
<th>39.</th>
<th>Apa tujuan dosen saat memerintahkan siswa untuk membentuk kelompok saat mencari pemecahan masalah akan suatu topik tertentu? Apa hasil yang kamu dapatkan pada saat dan sesudah mengikuti kelas SPD?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Untuk membentuk karakter yang tidak egois dalam memecahkan sebuah masalah. Dalam keompok, harus ada musyawarah. Hasilnya saya menjadi pribadi yang tidak egois dan mau mendengarkan pendapat orang lain.</td>
</tr>
<tr>
<td></td>
<td>● Untuk melatih kerjasama (bekerja sama) dengan orang lain karena manusia itu tidak dapat hidup sendiri dan perlu bantuan orang lain. Siapa tahu dengan adanya pemecahan masalah bersama dapat meringankan beban dan juga masalah terselesaikan.</td>
</tr>
<tr>
<td></td>
<td>● Menurut saya tujuan dosen adalah agar saya dan teman-teman dapat mencari jalan keluar terbaik atas masalah tersebut dan kita bisa lebih mengetahui pembedaan pendapat tiap-tiap orang dan menghargai pendapat orang tersebut. Saya menjadi pribadi yang lebih disiplin dan menghargai waktu, saya juga dapat memanage waktu saya dengan baik dan lebih optimis dan percaya diri akan kemampuan saya.</td>
</tr>
<tr>
<td></td>
<td>● Lebih open-minded</td>
</tr>
<tr>
<td></td>
<td>● Agar bisa diskusi, bertukar pikiran. Selalu dapat hal baru.</td>
</tr>
<tr>
<td></td>
<td>● Bekerjasama atau belajar bekerja sama. Dapat menerimai saat ide di tolak.</td>
</tr>
<tr>
<td></td>
<td>● Tujuannya adalah kita share id edan pikiran masing-masing. Hasil yang aku dapatkan sesudah mengikuti SPD adalah aku lebih peka, lebih menghargai waktu dan bertanggung jawab.</td>
</tr>
</tbody>
</table>
Tujuan dosen adalah agar para mahasiswa bisa bekerja sama dengan individu-individu lain dan mengekspresikan diri secara positif. Hasil yang didapatkan adalah saya menjadi lebih aktif dalam kegiatan kelompok.

Untuk melatih kebersamaan (bekerja sama) dengan orang lain karena manusia itu tidak dapat hidup sendiri dan perlu bantuan orang lain. Siapa tau dengan adanya pemecahan masalah bersama dapat meringankan beban dan juga masalah terselesaikan.

Tujuannya untuk membantu siswa siap bekerja sama dengan situasi yang kurang menyenangkan, dengan teman-teman yang berasal dari latar belakang yang berbeda. Saya lebih mencintai diri saya dan menghargai orang lain.

Tujuannya agar setiap individu dapat menghargai orang lain dan dapat melihat keberagaman pendapat yang tercipta. Hasilnya saya menjadi individu yang baru, dengan pola pikir baru dan sikap yang baru.

Kerjasama, dapat bekerjasama dengan baik.

untuk mengambil beberapa sudut pandang untuk menyelesaikan masalah.

Tujuannya adalah agar mahasiswa mampu bekerjasama dan berani mengutarkan pendapatnya untuk suatu masalah. Hasilnya, saya banyak berkembang dan berubah ke arah yang lebih positif dalam hal pemikiran dan karakter diri.

Siswa dapat berbagi pengetahuan dan dapat lebih bersosialisasi dengan orang lain. Saat kelas SPD saya menemukan banyak pengetahuan baru. Sesudah kelas SPD saya tahu bahwa hal berawal dari diri sendiri, ketika kita dapat melihat segala hal dari segi positif maka kita dapat memecahkannya dengan baik.

Membuat kita berbagi pada sesama, mendengarkan pendapat orang lain. Juga menjadi lebih terbuka pada orang lain.

Tujuan pasti berdiskusi, sehingga kita bisa mendapat pemikiran dari orang lain. Melalui SPD diajarkan bagaimana sebuah permasalahan dapat dicari jalan keluarnya melalui diskusi bersama.

Membiasakan bekerja dalam team. Karena disaat bekerja akan sangat berguna.

Saya rasa hal itu agar siswa dapat mengerti dan memberikan waktunya untuk mendengarkan ide siswa lain. Juga agar siswa dapat bersikap kritis dan terbuka terhadap ide-ide dan permasalahan tang harus dipecahkan. Saya juga tahu bahwa di luar sana, di dunia profesional mungkin, banyak yang jauh lebih berkaraker dan profesional dibandingkan saya.

Untuk membuat masing-masing siswa dalam kelompok tersebut mengungkapkan pendapatnya, sehingga memiliki pikiran yang terbuka dari satu siswa dan siswa yang lain dan dapat
memutuskan solusi terbaik atas permasalahan tersebut. Hasilnya saya lebih menghargai waktu, menghargai pendapat teman, tidak egois, dll.

- Siswa diminta untuk membentuk kelompok agar siswa bisa berbagi pendapat, pengalaman, dan menemukan solusi. Sesudah mengikuti SPD saya menjadi lebih oekta untuk menerima pendapat orang lain meski berbeda sudut pandang.

- Saya rasa tujuannya adalah melatih mahasiswa work in team and deal with others sehingga mau tidak mau mahasiswa berinteraksi dengan orang lain yang memiliki cara pandang yang berbeda, in the end, the students are able to adapt and deal with others just like in the working world, where everyone must be much different.

- Agar lebih kompak dengan kelompok, Hasilnya “amazing”. Ternyata kami bisa membuat bahkan memasukkan proposal ke instansi luar dan bahkan mengajar serta di beri upah.

- Untuk dapat bertukar pikiran, saling sharing ilmu pengetahuan dan belajar dengan berelasi dengan orang lain. Lebih mengenal teman-teman seangkatan dengan baik karena sebelumnya tidak terlalu kenal.

40. Apa yang kamu ketahui tentang karakter yang baik sebagai calon guru yang baik? Tolong jelaskan menggunakan kegiatan-kegiatan yang dilakukan di dalam kelas SPD.

- Guru yang baik dalam guru yang disiplin, tegas, dan memberikan yang terbaik untuk siswanya. Misalnya datang tepat waktu, berpakaian rapi, dan menghargai waktu.

- Karakter yang baik sebagai calon guru yakni bertanggung jawab, dan punya motivasi diri yang kuat dalam segala hal. Menjadi seorang guru ialah bertanggung jawab penuh terhadap proses membangun karakter anak dalam belajar dan kesehatian mereka. Sebelum kita siap mengemban tugas tersebut, sebagai calon guru kita diharuskan untuk belajar cara membangun karakter diri yang cerdas serta humanis. Melalui tugas-tugas yang diberikan di kelas SPD, seperti membuat artwork, mengajari kita cara menjadi guru yang kreatif dalam mengajar. Membuat ringkasan buku, mengajari kita cara belajar untuk lebih konsisten terhadap waktu serta tanggung jawab yang di emban. Mengajari klien, merupakan pembelajaran yang paling bermanfaat untuk calon guru, karena kegiatan ini mengajari kita cara berdinamika dalam kelompok dengan berbagai macam karakter pada setiap individu di dalamnya. Membuat good and bad habits on me, tugas ini mengajarkannya kita untuk menyadari kelebihan yang perlu dikembangkan serta sifat buruk yang perlu diubah untk menjadi sosok menuas yang lebih baik lagi. The changes on me, tugas ini mengajari kita untuk rajin merefleksikan diri terhadap hal-hal baik.
yang ada pada kita yang perlu untuk dikembangkan secara terus menerus.


- Karakter yang baik sebagai calon guru yang baik banyak dilakukan didalam kegiatan-kegiatan SPD. Terlebih dalam mengajar klien dan play performance. Kita dituntut untuk memanage waktu dengan baik dan dnegan jadwal yang padat, kita juga dituntut untuk lebih kreatif dalam penampilan play performance. Apa yang harus ditampilkan agar menarik orang lain.

- Terbuka tapi tegas. Berdinamika di kelompok.

- Disiplin, rajin, rapi, dan sopan.

- Guru yang baik adalah guru yang bisa menjadi sahabat atau teman bagi muridnya.

- Karakter guru yang baik; dapat dipercaya, berdedikasi tinggi, mempunyai kemampuan keguruan yang baik, cerdas dan dapat mengelola kelas dengan baik.

- Bagi saya, karakter calon guru yang baik adalah melakukan tindakan bukan hanya memberikan contoh. Contohnya; suatu ketika, ada mahasiswa sakit di dalam kelas, saya memberinya roti dan air yang saya miliki agar dia merasa belih baik.

- Seorang guru yang baik tidaklah cukup dengan adanya cerdas atau pandai atau cukup dengan humanis. Menurut pendapat saya, seorang guru profesional disamping dapat menyampaikan atau memberikan materi yang baik dan benar sehingga proses belajar-mengajar effektif. Tetapi juga tentang humanity, seperti contoh, tidak membeda-bedakan siswa yang pintar dengan yang kurang pintar, dll.

- Karakter yang baik sebagai calon guru adalah disiplin, berperbampilan yang rapi, memahami karakter orang lain, mau belajar dari pengalaman orang lain. Contohnya adalah, ketika mengajar klien, karakter guru yang baik sangat dibutuhkan. Harus bisa memahami kebutuhan klien sebelum membuat materi.

- Bertanggung jawab karena adanya deadline, kreatif karena adanya artwork. Dapat menghagai orang lain karena adanya group work. Percaya diri dan penuh kasih karena adanya eulogy.

- Peduli, fokus, rajas. Semua itu dibangun lewat kebiasaan atau aturan dengan tugas-tugas dalam SPD.

- Karakter yang baik adalah yang dapat memberikan influence yang positif. PE untuk meningkatkan semangat. Bernyanyi untuk lebih
meningkatkan etos kerja dan ansionalisme. Artwork untuk menjadi calon guru yang kreatif dan dapat memisualkan pendangan dan pengajaran.

- Seorang guru yang baik harus disiplin seperti kelas SPD yang dimulai pukul 6 pagi. Kreatif seperti artwork-artwork yang di buat dengan waktu terbatas.
- Memiliki sifat yang terbuka sesuai dengan diskusi yang telah dilakukan. Disiplin dalam waktu, on time.
- Tanggung jawab, dilihat melalui pengerjaan tugas (summary, artwork, etc). Terbuka dan bersosialisasi dari kerjasama dalam kelompok. Profesional saat berpakaian yang pantas, rapi dan sopan.
- Bertanggung jawab, good preparation (harus memiliki plan 2 untuk kasus yang tidak terduga), manajemen waktu yang baik, in time, percaya diri. Tugas summary, artwork, practice in class (speaking).
- Disiplin, berani, kreatif, smart, open-minded dan knowing when to put first thing first.
- Karakter yang baik sebagai calon guru yang menggunakan kegiatan-kegiatan di dalam kelas SPD adalah cara berpakaianya, merangkum buku dengan syarat dan kondisi yang begitu banyak, mengaplikasikan diri dalam mengajar intansi di luar kampus, dan memberi motivasi diri pada muridnya.
- Tanggung jawab dalam menyelesaikan tugas-tugas seperti artwork, timatable, klien, dll. Tepat waktu yaitu datang lebih awal.
supaya lebih siap. Cerdas dalam berfikir cepat dan mengikuti perkembangan zaman. Kreatif dalam mengerjakan artwork sebaik mungkin, ramah dan santun dalam bersikap cinta tanah air dan sopan kepada yang lebih tua, sesama ataupu yang lebih muda.
## Appendix G: The Blueprint of Interview

<table>
<thead>
<tr>
<th>Number of Questions</th>
<th>The learning outcomes and the related theories</th>
<th>Students outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Learning outcomes and students’ deeper understanding about SPD class.</td>
<td>Building up positive understanding of SPD class.</td>
</tr>
<tr>
<td>6-7</td>
<td>Learning outcomes and project-based learning</td>
<td>Students’ deeper understanding of project-based learning that helps them to build their good character.</td>
</tr>
<tr>
<td>8-9</td>
<td>Learning outcomes and creativity</td>
<td>Creativity means be ready to get risk.</td>
</tr>
<tr>
<td>10</td>
<td>Learning outcomes and cooperative language learning</td>
<td>Students’ deeper understanding of cooperative language learning that help them to build good character.</td>
</tr>
<tr>
<td>11</td>
<td>Learning outcomes and humorist</td>
<td>Creating good atmosphere through humorist.</td>
</tr>
<tr>
<td>12-15</td>
<td>Learning outcomes and good character criterion</td>
<td>Building up professionalism as teacher candidate.</td>
</tr>
</tbody>
</table>
Appendix H: Interview’s Guideline

1. Apa arti dari kelas SPD menurut kamu?
2. Apa yang kamu pelajari dari kelas SPD mengenai pembangunan karakter yang baik sebagai calon guru?
3. Menurut pendapat kamu, apakah yang dimaksud dengan karaker yang baik sebagai calon guru yang baik?
4. Apa pendapat kamu mengenai kegiatan-kegiatan yang diberikan dari dosen menyangkut pembangunan karakter yang baik?
5. Apa hasil yang kamu dapatkan sesuai mengikuti kelas SPD menyangkut pembangunan karakter yang kamu miliki?
6. Menurut pendapat kamu, apakah tugas-tugas yang diberikan oleh dosen di kelas membantu kamu untuk membangun karakter yang baik? Mengapa?
7. Apa saja yang kalian persiapkan sebelum mengajar klien?
8. Tugas-tugas apa saja yang diberikan dosen untuk memancing kekreatifan siswa? Berikan contoh.
10. Apa yang kamu dapatkan saat dosen menyuruh kamu untuk mencari kelompok di kelas untuk mendiskusikan and menemukan penyelesaian masalah akan suatu topic? Tujuannya apa bersangkutan dengan pembangunan karakter yang kamu miliki?
11. Apakah dosen sering menceritakan hal-hal lucu saat mengajarkan suatu materi? Apa tujuannya dan berikan contoh?
13. Apakah dosen selalu membiasakan siswa untuk melakukan kegiatan yang memancing semangat fisik siswa di kelas? Contohnya?
14. Apakah dosen selalu menyuruh siswa untuk datang kekelas berpakaian resmi seperti pegawai kantoran?
15. Motivasi apa yang diberikan dosen kepada siswa agar dapat merubah karakter mereka menjadi lebih baik sebagai calon guru? Apakah ada kata-kata atau cerita motivasi tertentu agar siswa lebih semangat?
Appendix I: A Sample of the Result of Interview from a Participant

J (batch 2011)

1. Menurut saya kelas SPD yang memberikan materi bukan hanya materi bahasa inggris tetapi materi motivasi dan pengalaman hidup.

2. Dari kelas SDP saya belajar bahwa menjadi guru yang baik tidak hanya memberikan contoh tetapi melakukannya langsung dengan tindakan.

3. Karakter yang baik sebagai calon guru yang baik harus menjadi profesional dan selalu mempersiapkan materi sebelum hari H atau the day.


5. Setelah mengikuti kelas SPD saya bisa mengembangkan karakter yang saya miliki. Misalnya kepercayaan diri, saya bisa menjadi lebih percaya diri dan lebih berani mengekspresikan apa yang ingin saya ekspresikan.


7. Karena mengajar klien di sini mengajarkan materi, kebetulan waktu itu kami mengajar indomaret, jadi kami mempersiapkan RPP, kemudian kami menyiapkan media pembelajaran misalnya diktat atau video.

Misalnya dalam mengajar mendeskripsikan sesuatu kita bisa menggunakan barang di sekitar kita, itu bisa menjadi ajang untuk proses mengajar.


10. Tujuannya adalah kita bisa bersosialisasi dengan teman-teman yang lain. Selain itu, kita juga bisa menyatakan ide-ide yang kita miliki.

11. Menurut saya, tujuan yang pertama agar bisa memancing interest siswa untuk mendengarkan materi yang disampaikan. Yang kedua agar proses belajar mengajar itu tidak membosankan.


13. Contoh kegiatan yang paling sederhana meurut saya adalah ketika dia meenyuruh kita untuk berdiri “on your feet”, dengan segera kita akan melakukannya. Pada saat kita melakukan PE, kita akan menari, melompot, bernyanyi, itu akan membuat kita menjadi lebih semangat dan tidak mengantuk.

14. Tujuannya karena nanti kita akan mesuk ke dunia kerja, karena di SPD kita di tujuan ke dunia kerja yang sebenarnya, kita akan terbiasa, selain itu ita akan membawa diri dengan labih baik.

15. Iya, itu benar. Dan saya masih mengingat satu motivasi bahwa, to be a real man, you have to deal with the most dificult circumstance. Jadi, seseorang yang pantas jadi orang itu kamu harus bisa mengatasi masalah-masalah yang paling sulit di kehidupanmu.
## Appendix J: The Transcribe of the Interview

<table>
<thead>
<tr>
<th>No.</th>
<th>The Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apa arti dari kelas SPD menurut kamu?</td>
</tr>
<tr>
<td></td>
<td>• Learn how to get the better life.</td>
</tr>
<tr>
<td></td>
<td>• Learn how to be a good future teacher</td>
</tr>
<tr>
<td></td>
<td>• Has benefit for every individual</td>
</tr>
<tr>
<td></td>
<td>• Make group</td>
</tr>
<tr>
<td></td>
<td>• Build character to be a better man</td>
</tr>
<tr>
<td></td>
<td>• Become a better man</td>
</tr>
<tr>
<td></td>
<td>• Motivational material and experience</td>
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<td></td>
<td>• forged in thought and character</td>
</tr>
<tr>
<td></td>
<td>• How we work in group and community</td>
</tr>
<tr>
<td></td>
<td>• Challenging class</td>
</tr>
<tr>
<td></td>
<td>• Designing a service as a teacher candidate in a kind of teaching</td>
</tr>
<tr>
<td></td>
<td>• Life skill; the way to be a discipline person</td>
</tr>
<tr>
<td></td>
<td>• Character building and explore the potential</td>
</tr>
<tr>
<td></td>
<td>• A fun class</td>
</tr>
<tr>
<td></td>
<td>• Give the motivation and build character</td>
</tr>
<tr>
<td></td>
<td>• It is not an unimportant class</td>
</tr>
<tr>
<td></td>
<td>• It is not a common lesson, but it is the lesson that changes everything from the different point of view.</td>
</tr>
<tr>
<td></td>
<td>• Character building as a teacher candidate</td>
</tr>
<tr>
<td></td>
<td>• Build our character to become a good leader</td>
</tr>
<tr>
<td>2.</td>
<td>Apa yang kamu pelajari dari kelas SPD mengenai pembangunan karakter yang baik sebagai calon guru?</td>
</tr>
<tr>
<td></td>
<td>• Have to be a professional teacher candidate such as being responsible, dignified, hardworking, creative, and be consistent with the time.</td>
</tr>
<tr>
<td></td>
<td>• Discipline; get up in the morning and well dressed.</td>
</tr>
<tr>
<td></td>
<td>• Knowing the character of the students</td>
</tr>
<tr>
<td></td>
<td>• Love our country</td>
</tr>
<tr>
<td></td>
<td>• Being responsible and come on-time to appreciate the job.</td>
</tr>
<tr>
<td></td>
<td>• Give the example and real action</td>
</tr>
<tr>
<td></td>
<td>• Become more brave, open-minded, understand students’ character</td>
</tr>
<tr>
<td></td>
<td>• Being on-time, well dressed, and being polite in speaking.</td>
</tr>
<tr>
<td></td>
<td>• Learn how to be discipline, creative and cooperative in the group while teaching client</td>
</tr>
<tr>
<td></td>
<td>• Appreciate the time, listen to the other people, understand my own character and the others</td>
</tr>
<tr>
<td></td>
<td>• Face the real working word</td>
</tr>
</tbody>
</table>
|     | • Being discipline, get up in the morning, and used to under
pleasure
- The lecturer gives the rules and lessons to build students’ character such as discipline to appreciate the time
- Being discipline
- A lot of activities that build students’ character such as come on-time, making artwork, time management, and looking for client

### 3. Menurut pendapat kamu, apakah yang dimaksud dengan karakter yang baik sebagai calon guru yang baik?
- Strong character but flexible
- Be brave to do the real action
- Give the example as a model
- Good character is the basic thing that teacher should have such as discipline, developing the materials, being responsible, time management, and understand students’ need
- Discipline and can understand students’ character
- Give the good effect to the students
- Can become closer to the students
- Have to be a professional teacher and always prepare the materials before the day to teach
- Can be imitated by the students and become discipline in dressing
- Character that can inspired the students, Sociable and gets along with everyone
- Discipline, has extensive knowledge, creative and understand the students
- Sincere constructed from a teacher, give good example to the students such as time management, the way they thinking and attitude

### 4. Apa pendapat kamu mengenai kegiatan-kegiatan yang diberikan dari dosen menyangkut pembangunan karakter yang baik?
- Make sense because all of the activities in the class make us have to move, confident, always all out
- Actually, there are a lot of activities in SPD class such as making artwork, yell, summary, write good and bad habit. All of them are very meaningful
- Making artwork that built creativity and handwork. The lecturer asks the students to spread in the class as soon as possible to make the students do not waste the time.
- My opinion is very good. Going directly to learn about discipline and creativity. Discipline from the way to dress well and come on-time. Making timetable to organize life and do not waste the time.
- Timetable to appreciate the time, be more discipline, and also make eulogy. Making good and bad things to understand the character of mine and the others.
- Timetable and come on-time. Being responsible to the time
• Artwork and summary teach to be patient to face problems and become creative.
• The activities given by the lecturer are very good and meaningful. Learn how to walk well as a professional teacher.
• Get an order to look for a client, making summary, artwork, the amazing activity because out of comfortable zone.
• The activities in the class are good. It is not only taught to build character but also creativity as a teacher.
• I support the change of good character as a teacher candidate through the activity given by the lecturer. Teaching client with my group really build my character to make material, look for client, learn manage the time, and understand the client.
• The activities that build character are very good.

5. Apa hasil yang kamu dapatkan sesuai mengikuti kelas SPD menyangkut pembangunan karakter yang kamu miliki?

• Become more open and unselfish
• I become aware in many things. I was too lazy to wake up earlier in the morning. I can motivate my own self. The only that can control your self is your own self. You are the person that can control everything on you. Not blame anyone. Learn to become a better person. Not depend on the others.
• Impossible become possible. As an example, get up in the morning early
• Become more developed, discipline and on-time.
• Become more aware, be more sensitive to the others, appreciate the time, and be better than before.
• Being motivated to graduate soon
• Discipline, on-time, and cooperate with the others.
• Improve my character. Become more confident.
• Each process is different, discipline and keep watching. Nobody said that SPD is not sleepy, Just how we can defeat ourselves to yawn and do not sleep in class.
• Be better in manage the time and discipline in doing everything on-time.
• Become more creative, discipline, do not be surprised to get up in the morning and dress well.
• I feel the changes on the way I think and know my character. Realizing my shortcomings, not too creative become proactive, being wise in solving my problem, and appreciate the other.

6. Menurut pendapat kamu, apakah tugas-tugas yang diberikan oleh dosen di kelas membantu kamu untuk membangun karakter yang baik? Mengapa?

• To realize that everyone is different.
• Become distinct, be aware to the environment around. Find a better way to avoid stress such as yelled a motivation word. Love
my country through sing an national song. Can cooperate with everyone no matter who you are.  
- Come on-time to teach us to get start first. Making timetable to manage the time. Summary that teach us become patient.  
- Learn to manage the time and schedule. Manage the time to finish everything on-time.  
- It is helpful. Doing the reflection and do an action is very helpful. Teaching client teaches us to work to gather with the person who has different opinion. Work as a team not in team. Exploring the potential.  
- It is clear. When you come to your office late, you will get warning letter and being fired. Come on-time is important. Learn to be responsible.  
- Making artwork to become creative and compete with other creative students.  
- Cooperation. Sharing with exchange the opinion. So by sharing we can know the other perspective and new information. So it is more open to the opinions of people, we can force our will.  
- The assignments in the class are very helpful. We become more discipline, and consistent in doing our assignments. As an example, making summary make us becomes consistent in finishing it.  
- The assignments in the class build my good character. It makes always think positive.  
- The assignments in the class are meaningful and important.

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<th>Apa saja yang kalian persiapkan sebelum mengajar klien?</th>
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| - | The most important things are mental and material. The teacher candidates have to adapt.  
- Understand friend’s character, make proposal, and prepare the material.  
- We made plans. Choose a kind of group to be taught. Make proposal and manage the schedule.  
- Looking for the client, give proposal, look for students’ need, make appropriate material, build lesson plan, manage the schedule, and make syllabus.  
- Give proposal, trying to understand students’ needs with do the observation, and manage the time.  
- Prepare the material and our appearance. Good appearance and well preparation will give positive atmosphere in the class.  
- Lesson plan, make proposal, and prepare employment contract and syllabus.  
- Making lesson plan and prepare learning media such as handout and videos. |
• Be brave and have no shame. Must be brave in decline and dare to complain. Must have the courage to fight for our own rights as a teacher, prepare the material and ESP / English for Specific purpose. How to behave with clients, handle clients if they complain. Scheduled.
• Pay attention to the material needed by client. It is because the needs of each person of the client are different.
• Discuss about the material then look for it. Prepare the material, and make schedule. Choose the method and technique So that clients can absorb knowledge we give.
• Build lesson plan, choose the method and do the observation to choose that will be implemented. Arrange the schedule.

8. Tugas-tugas apa saja yang diberikan dosen untuk memancing kekreatifan siswa? Berikan contoh.

• Artwork
  • Artwork. Creativity is not born, it made. We learn to be creative.
  • The artwork. We have to make the best to compete with the others.
  • The creativity is from summarizing a book when decorate the cover, and artwork, yells.
  • Artwork and making yells make us become creative.
  • Making summarize and artwork. Summarizing to streamline our hands and artwork to visualize our mind into a craft.
  • Making artwork is creative. There is no limited for creativity.
  • Making artwork. It is so fun and makes me become creative.
  • Making artwork and summary cover. It imposes creativity.
  • Making artwork.
  • Making artwork, summary’s cover, and yells.


• Be brave to choose the client until the learning teaching done. Being responsible to make the material that is needed by the client.
• Try to do something first then you will see the result latter. It is like choose what I will do after graduate.
• Make an artwork. The students have to promote their artwork to the other. If they get the worse, it is their responsible for their artwork.
• Be brave to take SPD class. The implementation is work part-time while studying. Be responsible to our study in college and to out part-time job.
• In making decision to do a things and be responsible for it.
• Take a risk with write a thesis and face the thesis test. We will not finish if we do not start from the beginning. So risk-taking was we
take thesis and we will definitely face an all-out scrambled.

- We have to be responsible while working in group with the other. Be brave to be responsible in taking a choice.
- To start SPD class, you have to write and sign on a stamp. We have to be brave to take a risk from that action when we break the rule; you have to be kicked out from the class. The other example, when we dare to love someone, we have to really love her.
- There will be a risk when we do something and we have to be responsible to do it. As an example, obey the rules in the class.
- I was not too ready for the thesis test. But I did it. My responsibility that I have to work even harder to prepare for these exams. We must have the courage to take the risk of facing the test. What can we do, we all have to deal with it later.
- Teaching in the school is not easy as micro teaching. I have courage to take PPL and I have to be responsible for it. Making lesson plan is difficult, but I have to be responsible to make it the better. So, I always try to be the best in every meeting.
- Risk-taking is also very important because you are taught to be brave to take the risk and decide something means you have to be responsible. As an example, our client is far. We have courage to take that risk. The lecturer said that you must be braver; you can do it and you have to be responsible for whatever you do.

10. Apa yang kamu dapatkan saat dosen menyuruh kamu untuk mencari kelompok di kelas untuk mendiskusikan dan menemukan penyelesaian masalah akan suatu topic? Tujuannya apa bersangkutan dengan pembangunan karakter yang kamu miliki?

- To realize that everyone is different.
- Giving the contribution in a lot of things to be better. Knowing the other potential and complement each other.
- A video that teach us to become leader, not troublemaker. Give the best as a team member.
- Learn to be more open and listen to the other while working is a group.
- Learn to listen to the others and give opinion. Solve the problem with the better solution.
- Grouping is to solve the problem from the friends’ and some people’ point of view. Solving the problem. Getting and listening to the other opinion. Letting our opinion being rejected by the other.
- To socialize with the other friend and give our ideas.
- Not easy to give up and always give the best although out of comfortable zone. Become who really you are.
- To know the other opinion and solve the problem from the other point of view through discussion.
- To share the information. A teacher does not save their own
knowledge. Socialize with others because we need the other.
- I can interact with the other to find out the solution. Get a lot of feedback from my friends. I become confident in sharing my opinion, appreciate the other opinion and being unselfish.

11. Apakah dosen sering menceritakan hal-hal lucu saat mengajarkan suatu materi? Apa tujuannya dan berikan contoh?
- To make the atmosphere not too serious. To wake up the sleepy students.
- The lecturer knows that her class is like hell, so she tries to make the students not afraid to her.
- To make the lecturer and the students become closer. To show the other side of the lecturer.
- To make the students relax and not getting tense in the class.
- Why so serious. Should not strained in facing life’s problem. An intermezzo to make the class not too serious.
- Give good atmosphere in the class, so the students will not too depressed and serious.
- To make the class not strained.
- To make students interested in listening the material. To make the teaching learning process not boring.
- Actually the lecturer is a funny person. To make the class not too serious.
- The lecturer wants the students to not become stiff. To make the students remember the material.
- To make the lecturer become closer to the students so they will not be afraid.
- My lecturer was very firm, hard, responsive and alert, but one-time she became very humorous. But in my opinion, it is her character. Humor that have something meaningful in it. A lot of things and materials that delivered from humour. It is the way to control the situation in the class.

- Always prepare yourself to help the lecturer when she is carry a lot of things. Always be ready if there is a friend needs help. (Agra)
- Help the others who need help, respect the oldest and the other friends
- Help a friend who was unconscious. Help the lecturer to shut the light off while watching a video. Stand up faster when the lecturer said on your feet.
- Help the lecturer to carry her things without an order and help a friend who was unconscious.
- The lecturer will get angry if there is no one helps her to carry her
- Help the others whose need help.
- Give the first aid to an unconscious friend as soon as possible.
  Learn to care to friends.
- The lecturer got angry when no one aware to help her to carry her stuffs faster.
- The students will initiative to help the lecturer to carry her stuffs directly. Help the sick friend.
- Help an unconscious as soon as possible. Did an order to steak the chair, on your feet, and spread faster.
- Being active when there is a friend help the lecturer distribute handout. The goal is become responsive to the problems in the work area.
- Learn to be more active and creative. Help friends to shut the light of while watching a video. Do something different and small but help the others.
- Being responsive when the lecturer gives an order to do physical exercise. Back to our own place in seconds. Help the lecturer erase the whiteboard.

13. Apakah dosen selalu membiasakan siswa untuk melakukan kegiatan yang memancing semangat fisik siswa di kelas? Contohnya?

- Physical Exercise
- There is physical exercise. Actually, get up in the morning is one of the examples.
- Do Physical Exercise when the students get bored.
- There is Physical exercise in the middle of the lesson and respond to the lecturer when she said on your feet as soon as possible.
- Physical Exercise. Each group has to prepare Physical Exercise every morning. Sometime the lecture says on your feet suddenly. Meditation to get relaxation and be more focus.
- Physical Exercise and sing a national song. Love country from sing a national song.
- Physical Exercise. The discussions to discuss with the other friend who are not our group.
- While the lecturer said “on your feet”, the students stand up faster. We become more enthusiast because of physical exercise.
- Doing physical exercise to make the students do not get bored.
- Physical exercises to make the students do not get bored and it is good.
- Physical exercise. We watch a video and dance together. Physical exercises, sings a national song, and honor the flag.

14. Apakah dosen selalu menyuruh siswa untuk datang kekelas berpakaian resmi seperti pegawai kantoran?

- To appreciate our self and the others who look at us.
- Make our self be proud to our own self. Be more professional. Build courage.
• Not only do we learn to become a teacher candidate, but also as a manager with dressed well.
• Dress well that make us different from the other classes, so it will look like a dignified person. Build good image with well-dressed.
• To look professional. People will judge us start from the appearance then attitude.
• Accustomed our self to dress neatly so we will not surprise when work later.
• Prepare our self to work. We have to dress well wherever we work. We have to dress well while teaching the client.
• SPD class teaches the students to face the real work world.
• Accustomed our self when work letter. The expectation is to be a teacher from education department.
• To prepare our self to work. We will not surprise anymore with the changes of the way we dress.
• The goal is that we practice to behave and look more professional.

15. Motivasi apa yang diberikan dosen kepada siswa agar dapat merubah karakter mereka menjadi lebih baik sebagai calon guru? Apakah ada kata-kata atau cerita motivasi tertentu agar siswa lebih semangat?

• Kere kudu sakti”
  • The lecturer helps the students to find the direction of their life. “my best my very best nothing but my very very best”. There is also “everything can always go wrong” means that we have to prepare a lot of plans in doing something. “It is difficult only at the beginning”.
  • Keep trying to do good thing. You can take a rest when you tired, but do not stop and work on it again. Do you best and do not stop. There is also “kere harus sakti”.
  • A story about the lecturer real life when she started from the bottom that Give motivation to be the better person. “Kere harus sakti” means that we have to do our best.
  • Something can always go wrong means that prepare you self anytime and everywhere to face any unexpected condition.
  • How we act and our attitude to prepare our self to work.
  • “my best my very best nothing but my very very best” means that we have to be the very best.
  • “To be a real man, you have to deal with the most difficult circumstance” means that you have to face every difficult problem in your life.
  • “My best my very best nothing but my very very best” means that whenever we work with the others, we have to give our best. She told us about her real life story and motivated us to stop smoke.
  • The real stories about her life give motivation to us. She can be a successful person with become a great teacher.
| “Kere harus sakti” means that you should not give up when you are still in the bottom, but being powerful to be the better. |
| The lecturer told the students that every person is good through her stories and experiences. |