

**AN ANALYSIS OF THE CHARACTER EDUCATION IMPLEMENTATION IN
TEACHING ENGLISH AT THE SEVENTH GRADE OF SMP NEGERI 1
GUNUNGSITOLI IN 2024/2025**

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ABSTRAK

Pendidikan karakter merupakan bagian penting dalam membentuk kepribadian siswa agar tidak hanya berprestasi secara akademis, tetapi juga memiliki nilai moral yang baik. Tujuan dari penelitian ini adalah untuk menganalisis pelaksanaan pendidikan karakter, untuk mengetahui kendala yang dihadapi oleh guru dalam menerapkan pendidikan karakter dan untuk mengetahui upaya yang dilakukan guru dalam menerapkan pendidikan karakter dalam pembelajaran Bahasa Inggris di kelas VII SMP Negeri 1 Gunungsitoli pada tahun 2024/2025. Dalam melakukan penelitian, peneliti menggunakan metode kualitatif. Data penelitian diperoleh melalui observasi, kuesioner, wawancara, dan dokumentasi, kemudian dianalisis datanya dengan menggunakan teknik analisis data yaitu: reduksi data, penyajian data, dan penarikan kesimpulan. Setelah dilakukan analisis, hasil penelitian ini adalah: penerapan pendidikan karakter dalam pembelajaran Bahasa Inggris di kelas VII SMP Negeri 1 Gunungsitoli belum sepenuhnya terlaksana dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa guru Bahasa Inggris telah menerapkan 18 nilai karakter dalam pembelajaran Bahasa Inggris, namun nilai karakter yang sudah berhasil diterapkan secara optimal yaitu 13 nilai karakter, dan 7 nilai karakter yang belum terlaksana secara optimal. Kendala yang dihadapi meliputi keterbatasan ruang, kurangnya sumber daya dan pelatihan khusus bagi guru, prioritas lain yang perlu diperhatikan, kurangnya peralatan yang memadai, kurangnya perhatian terhadap dekorasi kelas, serta keterbatasan waktu dan kesempatan. Upaya yang dapat dilakukan adalah menyediakan kotak khusus untuk barang hilang, memberikan pelatihan kepada guru mengenai siswa dengan kebutuhan khusus, mengadakan diskusi atau kompetisi untuk membuat slogan, memaksimalkan fasilitas yang ada, serta merencanakan kegiatan dengan hati-hati agar tidak mengganggu jadwal akademik siswa.

Kata Kunci: Pendidikan Karakter, Guru Bahasa Inggris, Metode Kualitatif

ABSTRACT

Character education is an important part of shaping students' personalities, not only to achieve academic success but also to instill good moral values. The aim of this research is to analyze the implementation of character education, to identify the challenges faced by teachers in applying character education, and to explore the efforts made by teachers to implement character education in English language learning in the seventh grade class at SMP Negeri 1 Gunungsitoli for the academic year 2024/2025. In conducting this study, the researcher used a qualitative method. Data was collected through observation, questionnaires, interviews, and documentation, and then analyzed using data analysis techniques: data reduction, data presentation, and drawing conclusions. After the analysis, the findings show that the implementation of character education in English language learning in the seventh grade at SMP Negeri 1 Gunungsitoli has not been fully realized in the learning process. The results indicate that the English teacher has implemented 18 character values in English language learning, with 13 character values being successfully implemented optimally, and 7 character

values not yet fully implemented. The challenges faced include space limitations, lack of resources and specialized training for teachers, other priorities that need attention, inadequate equipment, insufficient attention to classroom decoration, and constraints in time and opportunity. Efforts that can be made include providing a special box for lost items, offering training for teachers on how to handle students with special needs, organizing discussions or competitions to create slogans, maximizing available resources, and carefully planning activities to avoid interfering with students' academic schedules.

Keywords: Character Education, English Teachers, Qualitative Method

INTRODUCTION

Teaching English plays a crucial role in shaping individuals with global communication skills. As noted by Firth (1996: 240) in Rao (2019:71), English serves a significant role as a global language in international interactions. These interactions include various aspects such as economic relations between countries, international business, global trade, and other elements. Therefore, in today's era of globalization, English is essential not only as a tool for communication between countries but also as a vital means for acquiring information, opportunities, and collaboration worldwide. Moreover, Octavita (2017) in Saidah et al. (2021:142) argues that effective English teaching should not only develop cognitive abilities but also instill character values in students. This implies that by integrating character education in teaching English, students not only become academically intelligent but also grow into individuals with strong morals and ethics.

Character education, as an integral part of education, plays a significant role in helping students develop moral and ethical principles. Supported by Albertus (2017) in Maskun et al. (2019:487) undelined that character education is a conscious and serious effort by educators to teach values to students. It involves developing noble morals by practicing and teaching civilized values and guiding students in making decisions regarding their relationships with others and with God. Indartono (2011) in Adriyanti (2021:17) add character education is a fundamental process for students to develop and enhance attitudes, morals, and actions accepted in society. This means that character education helps students develop behaviors that align with prevailing social and moral values, enabling them to contribute positively and effectively within their social environment. Therefore, character education aims not just to impart information but also to encourage students to behave well and make moral decisions in their relationships with others, God, and themselves.

In eddition, law No. 87 of 2017 in Kemendikbud (2019) about character education strengthening, stated that character education strengthening is an educational movement under the resposibility of educational institutions aimed at strengthening students' character through the harmonization of spiritual development, emotional development, intellectual development, and physical development, involving and cooperating with educational institution, families, and communities as part of the National Movement for Mental Revolution. It mean that in education is not only focused on academic aspects but also on character development and the social roles of students.

Furthermore, Susilowati (2022) in Putri (2023: 198) explained the Merdeka Curriculum complements the formation of student character education with the Pancasila Student Profile. This means that in the Merdeka Curriculum, the implementation of character education is one of the objectives that must be achieved in every subject, including English. Character education is integrated into the curriculum as part of efforts to develop students who not only have academic skills but also possess strong moral and ethical values. Through the Merdeka Curriculum, every English learning activity is designed to consider the character

values intended to be instilled in students. Thus, English learning not only aims to develop language skills but also serves as a crucial vehicle for shaping students' character.

Therefore, the role of the teacher in implementing character education in English language teaching is vital. Sutrisna & Dwijendra (2021) in Aditama et al. (2022:369) state that in implementing character education, teachers need to design the implementation of character learning through academic planning. This means that teachers should integrate character education into the English teaching process through planning, implementation, and evaluation of lessons. In planning, teachers must create lesson plans that focus not only on academic objectives but also on character education goals. This includes setting learning objectives, determining competencies and indicators, planning the material, media, and sources, selecting teaching methods and strategies, and designing activities in three stages: introduction, core, and closing. Additionally, assessment should evaluate both academic and character achievements; During implementation, teachers are responsible for actively instilling character values through various activities and interactions that encourage students to understand and apply these values in their daily lives according to the lesson plans; In evaluation, teachers must assess not only academic progress but also the extent to which students have understood and applied the character values taught.

Based on preliminary observations, the researcher found that the application of character education in English language learning is still not optimal. One character value that has not been implemented effectively is discipline. This is indicated by students frequently arriving late to class, failing to submit assignments on time, or not submitting assignments at all. Therefore, it is crucial for teachers to enhance their efforts in implementing character education in English language learning to shape students into individuals who are not only academically capable but also possess strong and positive character.

Considering the importance of character education in English language learning, the researcher aims to analyze the character education implementation in teaching English, analyze the obstacles in character education implementation in teaching English, and analyze the efforts character education implementation in teaching English. The method used for this research is qualitative. As Anggito & Setiawan (2018) in Pohan and Sirait (2021:244) describe, qualitative research involves natural data collection with the intention of interpreting phenomena where the researcher is the key, using purposive and snowball sampling, employing triangulation for data collection, and analyzing data inductively. Data collection techniques for this research include observation, interviews, questionnaire, and documentation.

In light of the above explanation, the researcher has titled the study " An Analysis of the Character Education Implementation in Teaching English at the Seventh Grade of SMP Negeri 1 Gunungsitoli in 2024/2025."

RESEARCH METHOD

The approach used by the researchers to conduct this study is a qualitative research method. As Moleong in Mamik, (2015; 3) stated, qualitative research is designed to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and so on, in a holistic manner. This is achieved through descriptions in the form of words and language, within a specific natural context, and by utilizing various natural methods. This study employs a descriptive qualitative method because it aims to analyze the implementation of character education in English language teaching, identify the constraints in implementing character education, and explore the efforts made to implement character education in English language teaching.

Variables are essential components that researchers must identify when conducting a study. According to Mamik (2015;263), a variable is a construct defined by researchers,

encompassing the attributes, traits, or values of people, objects, or activities that vary, allowing for conclusions to be drawn. In this research, two types of variables are utilized: independent and dependent variables. Ulfa (2021; 346-347) explains that an independent variable is one that causes or theoretically has the potential to affect other variables, whereas a dependent variable is influenced by or is the result of the independent variable. Therefore, in this research, the independent variable is the implementation of character education, and the dependent variable is the English teacher's role in implementing character education in teaching English.

The place of this research is SMP Negeri 1 Gunungsitoli which is located in jln. Karet, No. 34, Gunungsitoli, North Sumatera. The researcher chose this location because the researcher wanted to analyze the implementation of character education in English language teaching, the constraints of the implementation of character education in English language teaching, and the efforts in the implementation of character education in English language teaching. According to Kumara (2019;25), in case studies, researchers can use only two or even one subject because, in qualitative research, the number of samples or subjects being studied does not significantly affect the results. What is important is that the subject chosen truly focuses on the issues raised and attempts to dig for information as deeply and as thoroughly as possible. This research was conducted in July 2024.

Based on the research focus, researcher will use four types of instruments, namely:

1. Observation Checklist

An observation checklist is a structured tool used in research and educational settings to systematically record and analyze specific behaviors or practices. Johnson and Christensen (2019) describe that an observation checklist enables researchers to focus on predetermined criteria, thus enhancing the objectivity of the collected data. This method allows researchers to document specific instances of what is being observed, ensuring that all relevant aspects are examined during the observation process.

2. Questionnaire

A questionnaire is a research instrument used to systematically collect data from respondents. It consists of a series of questions or statements designed to gather information about respondents' knowledge, attitudes, or perceptions regarding a specific topic. As Creswell (2020), questionnaires allow researchers to collect both quantitative and qualitative data, depending on the format of the questions or statements used.

3. Interview Sheets

After conducting observations and administering the questionnaire, the researcher proceeded to interview the English teacher. The interview sheet is a crucial tool in qualitative research used to gather in-depth information from respondents through direct interaction. According to Kvale and Brinkmann (2019), interviews are an effective method for obtaining deep qualitative data by allowing researchers to explore respondents' perspectives and experiences directly. In this study, the researcher conducted face-to-face interviews to obtain information about the implementation of character education, the challenges faced by teachers in implementing character education, and the efforts made in implementing character education.

4. Documentation

Documentation is an important qualitative method used to collect data by analyzing documents created by research subjects or others related to the topic under study. According to Bowen (2020), documentation provides a reliable source of data to confirm or supplement information obtained through other methods such as interviews and observations. By examining documents, researchers can gain a deeper and contextual understanding of the phenomenon being studied. In this study, the researcher used

documentation to obtain data as well as to complement observations and interviews. The researcher collected documents, such as Teaching Modules.

RESULT AND DISCUSSION

Result

From the results of observations and questionnaires, researcher found that the teachers have applied 18 character values during the learning process, as listed in the table. However, out of these 18 character values, 11 have been successfully implemented optimally, namely: religiosity, discipline, creativity, independence, democracy, national spirit, communicativeness, love of peace, love of reading, environmental care, and responsibility.

Meanwhile, there are 7 character values that have been established but not fully achieved. First, honesty. This value has not been fully implemented, as seen from the indicator of providing a lost-and-found facility, which has not been realized. Second, tolerance, where the indicator of providing services for students with special needs has not been implemented. Third, hard work, where in the classroom the indicator of displaying slogans or mottos about hard work and learning has not been applied. Fourth, curiosity. Here, the indicator of providing communication or information media has not been realized. Fifth, patriotism, where the display of photos of the president, vice president, and Indonesian heroes is absent. Sixth, appreciating achievement. For this character value, the indicator of displaying achievement certificates and awards has not been implemented. And seventh, social care. In this area, the indicator that has not been realized is conducting community service activities in the surrounding environment.

The results of the observation on the implementation of character education in English learning are as follows:

Table 1. Observation Checklist of Character Education Implementation in Teaching English

No	Character Values	Indicators	Done	Undone
1	Religious	Praying before and after class.	✓	
		Allowing all students to perform worship.	✓	
2	Honest	Providing a lost-and-found facility.		✓
		Lost-and-found notice board.	✓	
		Transparent financial and class assessment reports periodically.	✓	
		Prohibiting cheating.	✓	
3	Tolerance	Treating all class members equally regardless of ethnicity, religion, race, social status, and economic status.	✓	
		Providing services for students with special needs.		✓
		Working in diverse groups.	✓	
4	Discipline	Encouraging punctuality.	✓	
		Encouraging adherence to rules.	✓	
5	Hard Work	Creating a healthy competitive environment.	✓	
		Creating an ethos of work, perseverance, and endurance in learning.	✓	
		Displaying slogans or mottos about hard work and learning.		✓

6	Creative	Creating a learning environment that fosters creative thinking and action.	✓	
		Assigning tasks that challenge students to produce new works, both authentic and modified.	✓	
7	Independen t	Creating a classroom environment that allows students to work independently.	✓	
8	Democratic	Making classroom decisions collectively through deliberation and consensus.	✓	
		Conducting open elections for classroom leadership.	✓	
		Making all classroom policies through deliberation and consensus.	✓	
9	Curiosity	Creating a classroom atmosphere that invites curiosity.	✓	
		Providing communication or information media (printed or electronic).		✓
10	National Spirit	Collaborating with classmates from different ethnic, social, and economic backgrounds.	✓	
11	Patriotism	Displaying: the president and vice president's photos, the national flag, the national emblem, Indonesia's map, and pictures of Indonesian life.		✓
		Using domestically produced products.	✓	
12	Appreciatin g Achieveme nt	Rewarding students' works.	✓	
		Displaying achievement certificates and awards.		✓
		Creating a learning atmosphere that motivates students to excel.	✓	
13	Communic ative	Creating an open and family-like classroom atmosphere.	✓	
		Allowing students to interact and collaborate in groups.	✓	
		Conducting regular group work.	✓	
14	Love of Peace	Creating a safe, comfortable, and peaceful classroom atmosphere.	✓	
		Resolving conflicts peacefully through deliberation.	✓	
		Avoiding violence and bullying in the classroom.	✓	
15	Love of Reading	Providing a reading corner in the classroom.	✓	
		Providing useful reading materials for students.	✓	
		Allowing students to read outside class hours.	✓	
16	Environme ntal Care	Conducting regular classroom cleaning activities.	✓	
		Reducing the use of plastic in the classroom.	✓	

17	Social Care	Organizing fundraising activities to help classmates or communities in need.	✓	
		Conducting community service activities in the surrounding environment.		✓
		Providing time for sharing and helping among students.	✓	
18	Responsibility	Encouraging students to complete assignments on time.	✓	
		Giving students responsibility in classroom activities.	✓	
		Assigning group tasks with assessments based on individual contributions.	✓	

From the interview conducted on July 31, 2024, with an English teacher, the researcher obtained relevant information. From the interview, the teacher explained that character education is integrated into daily activities by starting each session with a prayer, observing students' behavior, and recording their attitudes in a journal for end-of-semester evaluation. This approach is systematically carried out through planning, implementation, and assessment.

However, there are several challenges in its implementation. The provision of a lost-and-found facility is hindered by limited classroom space, which is already occupied by learning materials. A practical solution proposed is to provide a small box for lost items that can be independently monitored by students. Similarly, services for students with special needs have not been implemented due to a lack of specialized teacher training, highlighting the need to prioritize training programs for teachers. The installation of motivational slogans or mottos has also not been carried out due to other pressing priorities. A feasible step is to involve students in creating slogans through discussions or competitions, which not only increase engagement but also enrich the classroom environment. Regarding communication media, the lack of equipment such as computers or projectors poses a significant challenge. To address this, existing resources such as whiteboards or digital platforms can be utilized more effectively. Additionally, the installation of photos of the president, vice president, and national heroes has not been prioritized as part of classroom decoration. A simple solution is to procure and display these photos to foster a sense of national pride among students. Recognition of student achievements also requires attention, as space limitations make it difficult to display certificates or awards. Creating a dedicated "Achievement Wall" that can be updated periodically is an effective solution. Finally, the implementation of community service activities is hindered by the busy academic schedule. Careful planning to hold such activities on weekends or during school holidays could allow students to participate without disrupting their learning time. Overall, the interview reflects a strong commitment to character education despite various challenges. The proposed solutions offer practical steps to enhance the learning environment and support students' character development.

Discussion

a. The Character Education Implementation in Teaching English

Based on the results of observation, questionnaire, and interviews, it is evident that character education has been integrated into English language teaching at SMP Negeri 1 Gunungsitoli, particularly in class VII B. This aligns with the Indonesian government's mandate that character education should be integrated into all subjects to shape individuals with strong character (Kemendikbud, 2019). The observation and interview data show that the English teacher has successfully integrated several character values into classroom activities.

In the implementation of character education in English language teaching by the English teacher in class VII B, the teacher must engage in planning, execution, and evaluation, consistent with the statement by The Directorate of Junior High School Development, as cited in Yulianafeza et al. (2022), which states that the implementation of character education can be conducted in teaching and learning steps, namely the planning stage, teaching and learning stage, and evaluation stage.

In the planning stage, the teacher designs learning activities that explicitly integrate character values according to the expected indicators. In this context, the teacher plans how character values will be applied from the beginning to the end of the lesson and selects the character values relevant to the material to be taught, such as hard work, religiosity, and tolerance, and designs learning activities that support the implementation of these values.

In the implementation stage, the teacher executes the planned activities by ensuring that character values are internalized through various active, contextual, and interactive learning activities. At the beginning of the Lesson, the teacher starts with a prayer and ensures that all students understand classroom rules, including discipline rules such as proper uniform use and punctuality in submitting assignments. This helps students begin the class with a structured and focused attitude. In the middle of the Lesson, the teacher leads group discussions that encourage students to work together in groups with diverse backgrounds so that values like tolerance, hard work, and democracy can be developed. In this context, the teacher assigns group projects where students must collaborate to find solutions to problems relevant to the topic being studied. At the end of the Lesson, the teacher gives recognition or appreciation to students who have demonstrated positive behaviors such as honesty or creativity. This can be in the form of verbal praise or awarding tokens of recognition as a form of motivation.

Evaluation in the Merdeka Curriculum assesses not only academic achievement but also students' character development. The teacher uses various evaluation methods to assess the extent to which character values have been internalized by students. In this context, the teacher observes students' behavior during the learning process, such as whether students show honesty in completing assignments or discipline in following classroom rules.

b. Obstacles in Character Education Implementation in Teaching English

Based on the research findings, several obstacles were identified in the implementation of character education in English language teaching. The main obstacles is in the application of the value of honesty. The lost-and-found facility, which should be available to foster students' honesty, has not been realized. This indicates that the school environment has not fully supported the development of honesty values in daily practice. According to Hamidah (2021), such facilities are important for shaping students' honesty through concrete actions, thereby maintaining academic integrity within the school environment.

Furthermore, the value of tolerance also faces challenges, particularly regarding the services that should be provided to students with special needs. The absence of these services reflects a lack of readiness to facilitate inclusive learning. As explained by Wijaya (2019), inclusive character education is crucial to ensure that all students, including those with special needs, have equal access to learning and the development of character values.

In addition, the value of hard work has not been fully realized. This is marked by the absence of slogans or mottos about hard work that should be displayed in the classroom. Santrock (2020) states that visual and verbal encouragements, such as slogans or mottos, are essential in building a work ethic and motivating students to study harder. Without such encouragement, students tend to lose motivation and awareness of the importance of hard work in achieving their goals.

The value of curiosity has also not been fully applied, mainly because communication and information media that support learning have not been provided in the classroom. The lack of these media makes students less motivated to explore further about the material being studied. According to Suyanto (2020), developing curiosity is vital in learning and must be supported by easy access to information and communication tools.

Obstacles are also found in the implementation of the value of patriotism, where national symbols such as photos of the president, vice president, or national heroes have not been displayed in the classroom. Nugroho (2022) states that displaying national symbols in the school environment is crucial for cultivating a sense of love for the homeland and national pride among students.

In terms of appreciating achievements, student certificates and awards have not been displayed, which lessens motivation for students to excel. According to Haryanto (2020), visual recognition, such as certificates and awards displayed in the classroom, can provide an additional boost for students to appreciate their accomplishments and motivate them to continue achieving.

Finally, the value of social care has not been fully implemented, as evidenced by the absence of community service activities in the surrounding environment. According to Rahmawati (2021), such social activities are essential for fostering a sense of social responsibility and empathy among students, as well as equipping them with the skills needed to be caring and responsible citizens.

c. Efforts in Character Education Implementation in Teaching English

The interview results indicate that teachers at SMP Negeri 1 Gunungsitoli face various challenges in implementing character education in English language teaching. Nevertheless, the efforts made demonstrate the teachers' commitment to enhancing character values in the classroom.

One of the main obstacles is the lack of a lost-and-found facility in the classroom. The teacher acknowledges the existing space limitations, making it difficult to provide a place for lost items. According to Lickona (2019), creating an environment that supports character learning includes providing space for students to learn responsibility. The teacher proposed simplifying the system by providing a dedicated box for lost items. This would not only help students manage their belongings but also teach them responsibility and tidiness—two important character values.

In the context of services for students with special needs, the teacher explained that the absence of such students in their class is one reason this service has not been implemented. Hargreaves and Fullan (2020) emphasize the importance of training for teachers to handle students with special needs. Proposed solutions include providing specialized training on inclusive education and seeking support from the education department to bring in experienced educators. This shows the teacher's awareness of the importance of inclusion and proper handling of all students.

Regarding the display of slogans or mottos about hard work and learning, the teacher expressed a desire to implement this but noted other more urgent priorities. Berkowitz and Bier (2020) highlight the importance of instilling positive values through an inspiring environment. Therefore, the teacher suggested involving students in creating slogans, allowing them to feel more connected to these values. This approach not only fosters a sense of ownership but also encourages students to strive for achievement.

Infrastructure limitations are cited as the reason for the lack of communication and information media in the classroom. According to Narvaez (2019), technology can play a vital role in enhancing character education. The teacher hopes to utilize existing devices, such as

whiteboards, and plans to submit a proposal to acquire better equipment. In this way, they strive to create a more interactive and dynamic learning experience.

The teacher also recognizes the importance of displaying photos of the president, vice president, and national heroes to instill leadership and patriotism values. As stated by Lickona (2019), role models and symbols of leadership can reinforce students' character. Although not yet implemented, simple solutions such as procuring and displaying these photos can easily be done and involve students in the process.

Recognition is also considered important for motivating students, but the teacher identified space limitations as a constraint. Berkowitz and Bier (2020) emphasize that recognition of student achievements is a key component of character education. The proposed solution is to create a "Wall of Achievement" that is updated regularly, as well as using digital formats to showcase students' accomplishments.

Finally, community service activities around the school have not been carried out due to time and opportunity constraints. Narvaez (2019) stresses that such activities can help students understand character values in a social context. The teacher plans to integrate these activities into the curriculum and collaborate with the local community to facilitate relevant initiatives. By planning these activities carefully and involving the community, it is hoped that a broader positive impact can be created for both students and society.

Overall, despite the challenges in implementing character education, teachers at SMP Negeri 1 Gunungsitoli demonstrate concrete and innovative efforts to create a learning environment that supports the character development of students.

CONCLUSION

This research examines the implementation of character education in English teaching at SMP Negeri 1 Gunungsitoli, specifically in class VII B. Based on observations, questionnaire, and interviews, it can be concluded that character education has been well-integrated into English teaching at the school, in line with the government's mandate to incorporate character education across all subjects. The implementation of character education involves planning that integrates character values into learning activities, execution with an active and contextual approach, and evaluation that includes assessing students' character development. In English teaching learning, the teacher has successfully implemented 11 character values such as religiosity, discipline, creativity, independence, democracy, national spirit, communicativeness, love of peace, love of reading, environmental care, and responsibility in learning activities. However, 7 character values honesty, tolerance, hard work, curiosity, patriotism, appreciating achievement, and social care have not been fully achieved. In implementation the 7 character value, faces some challenges namely the limited classroom space, which is already filled with learning materials, hinders the provision of a lost-and-found facility. The solution is to provide a small box for lost items that can be monitored by students. The lack of training for teachers in handling students with special needs is another challenge, and the solution is to begin specialized training for teachers. The installation of motivational slogans or mottos is delayed due to other more pressing priorities, but the solution is to involve students in creating slogans through discussions or competitions. The lack of equipment such as computers or projectors hinders effective communication, and the proposed solution is to maximize the use of existing whiteboards or digital platforms. The lack of attention to classroom decoration prevents the installation of photos of the president and national heroes, but the simple solution is to display these photos to foster a sense of nationalism. Space limitations also make it difficult to recognize student achievements, so creating an "Achievement Wall" that can be updated periodically is a practical solution. The

busy academic schedule hinders the implementation of community service activities, but planning these activities for weekends or school holidays can resolve this issue.

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