

**CHARACTER EDUCATION REPRESENTED IN *RUMAH BELAJAR*
KEMENDIKBUD YOUTUBE CHANNEL**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

HESTI WULANDARI
NPM. 1802050086



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jum'at, Tanggal 26 Mei 2023, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap : Hesti Wulandari
NPM : 1802050086
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Character Education Represented in *Rumah Belajar Kemendikbud* Youtube Channel

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A-) Lulus Yudisium
() Lulus Bersyarat
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() Tidak Lulus

PANITIA PELAKSANA



Dra. Hj. Samsuarnita, M.Pd.

Sekretaris

Dr. Hj. Dewi Kesuma Nst, M.Hum.

ANGGOTA PENGUJI:

1. Rini Ekayati, S.S., M.A.
2. Yenni Hasnah, S.Pd., M.Hum.
3. Rita Harisma, S.Pd., M.Hum.

1.

2.

3.

2.



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa dibawah ini:

Nama Lengkap : Hesti Wulandari
NPM : 1802050086
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Character Education Represented in *Rumah Belajar Kemendikbud*
Youtube Channel

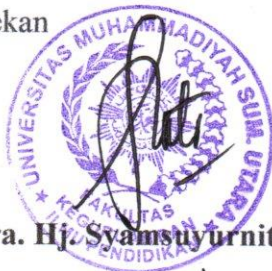
Sudah layak di sidangkan

Medan, 15 Mei 2023
Disetujui oleh
Dosen Pembimbing,

Rita Harisma, S.Pd., M.Hum.

Diketahui oleh :

Dekan



Dra. Hj. Syamsiyurnita, M.Pd.

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. KaptenMukhtarBasri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama : Hesti wulandari
NPM : 1802050086
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul “ **Character Education Represented in Rumah Belajar Kemendikbud Youtube Channel**” adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bila mana dikemudian hari ditemukan ketidak sesuai dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN



(Hesti wulandari)



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama : Hesti Wulandari
N P M : 1802050086
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Character Education Represented in *Rumah Belajar Kemendikbud*
Youtube Channel

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
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Medan, 15 Mei 2023

Diketahui oleh :
Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Rita Harisma, S.Pd., M.Hum

ABSTRACT

Hesti Wulandari. 1802050086. Character Education Represented in *Rumah Belajar Kemendikbud Youtube Channel*. English Education Departement, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2023

This study entitle “Character Education Represented in Rumah Belajar Kemendikbud Youtube Channel”. The objective of this study were to: (1) describe the values of character education from 4 videos English Learning Material in Rumah Belajar Kemendikbud Youtube Channel, (2) find out the values of character education from 4 videos English Learning Material in Rumah Belajar Kemendikbud Youtube Channel. The descriptive qualitative method was applied in this study. The data were obtained from 4 videos English Learning Material in Rumah Belajar Kemendikbud Youtube Channel. There are about Narrative text, Asking and giving opinion, Expressing Ability/willingnes, and Event and Advertisement. The data were analyzed by using the analyze model of Miles and Huberman (2014) which is involving four step they are : (1) data collection, (2) data condensation, (3) data display, (4) conclusion. The research findings, there are eight character education values found in the 4 videos of English Learning Materials which in the English learning material videos have similarities in their character education values. There are religious, honesty, discipline, creative, curiosity, friendly/communicative, reading pleasure, and social care. For charcater education value of religious (2), honesty (2), discipline (1), creative (4), curiosity (2), friendly/communicative (3), reading pleasure (1), and social care (4). It was concluded that only eight character education values were found in 4 videos of English Language Learning Materials on the Ministry of Education and Culture's Learning House Youtube Channel, the values recommended by the Ministry of National Education.

Keywords : Character Education Value, English Learning Material, Youtube Channel

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This research entitled “Character Eduaction Represented in Rumah Belajar Kemendikbud Youtube Channel” and it was written to complate one of the requirements for the Sarjana Pendidikan degree at the Universitas Muhammadiyah Sumatera Utara in Faculty of Teacher Training and Education. The researcher encountered several challenges and problems while producing this research, but this did not deter her efforts to create a better one, which was impossible to do without the assistence of other. As a result, the researcher would like to thank:

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Medan, 26 Mei 2023

The Researcher,

HESTI WULANDARI

NPM: 1802050086

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CHAPTER I

INTRODUCTION

A. Background of the study

Education is a conscious and systematic effort in developing the potential of students. Education is also one of the efforts of the community and nation in preparing its young generation for= the sustainability of the life of the people and the nation in the future (Ekasari AW, 2021). Education according to government-mandated regulations helps to develop character-educational values. Given the values of character, education is a fundamental and important value in education.

However, currently education in Indonesia is considered less successful in building the personality or character of its students so that they have noble character. There is currently a very important crisis that is troubling the community by involving our precious owners, namely the children. Seeing current phenomena, case studies of the occurrence of various problem in society, such as violence against children, cheating, student rules, promiscuity, drugs, sexual harassment, unemployment, murder, bullying, exposing corruption case of national civil servants. The value of character education in Indonesia goes down. Then the impact will be on the younger generation or student.

In the world of education, the value of character education is very important. Because it concerns the student and character education is the soul or spirit of education. Without character formation, the educational process is little more than intellectual intelligence training, or a kind of brain sharpening for students. If that happens, how miserable the future lives of the students will be. Character education is very important to withstand trials and lead a good life. The stability of a person's life greatly depends on their personality. Character makes an individual mature, responsible and productive.

Based on the Ministry of Education and Culture of Indonesia (2010:9), there are 18 values of character education that have been formulated, including: religious, honesty, tolerance, discipline, work hard, creative, independent, democratic, curiosity, nationalism, patriotism, rewarding achievement, friendly, love of peace, reading pleasure, environmental care, social care, and responsibility.

Character education is any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled, and responsible (ASCD formerly Association for Supervision and Curriculum Development)(Singh, 2019). Character education can be obtained anywhere and anytime.

What else in this era of globalization. It also emphasizes that technology in education plays a very important role in student learning and helps them achieve various cognitive knowledge goals. Currently, teachers can use many teaching and learning media in delivering material to students to take online

lessons that are targeted and designed through distance learning designs. Some of them are Zoom, Google Meet, Edmodo, Video, and others (Simanjuntak et al., 2021).

With current technological developments, there have been many emerging media that can be used as learning media, one of which is social media. There are various types of social media, including Facebook, Twitter, Instagram, Youtube or even Whatsapp. And one of the social media that can be used as a learning medium is Youtube. Youtube is an online video sharing media website that is in demand by many ages from children to adults. To make it easier for YouTube viewers, the video content presented by YouTube also varies, ranging from entertainment, vlogs, news, security and one of them is about learning.

According to Putri (2020), character education can be integrated into learning in every subject. Learning materials related to the norms and values of each subject should be developed, articulated and related to everyday life situations. Therefore, learning character values should not only be taught at a cognitive level, but should also touch on internalizations and practical experiences in students' daily lives in school and in the community. For example in video of English Learning Material in Rumah Belajar Kemendikbud Youtube Channel about Asking and Giving Opinion. In video conversation Rara and Blaja (what do you think about this food, Rara? I think its not good for our health, because its junk food, Blaja). The learning video not only tells how give opinion to the other person but also display good and correct answer to be applied in daily life. in

video it is also shown how to give a good response to other peoples responses and that is also a behavior that must be explified and applied in daily life.

So in the world of education, learning videos given to students were required to contain character values, because to improved the quality of educational processes and outcomes that lead to the formation of the character and noble character of students in a complete, integrated, and balanced manner in accordance with the competency standards of graduates in every education. Therefore, the video learning material must contain the value of character education because it helps students to improve and use their knowledge, examine and internalize and personalize character values and noble character which is manifested in daily behavior based on 18 character education values from the Ministry of Education and Culture. For example, on the Rumah Belajar Kemendikbud Youtube Channel.

Based on the explanation above we know the character education importain in our life so the researcher interesting to analyze the character education value containedin 4 videos of English Learning Meterial presented in Rumah Belajar Kemendikbud Youtube Channel namely the first discussion about Narrative Text, the second video about Asking and Giving Opinion, the third video is about Expressing Ability and Will, and the last video is about EventAdvertisemest. Then, the researcher tries to conduct a research with the title :Character Education Represented in Rumah Belajar Kemendikbud Youtube Channel.

B. The Identification of Problem

According to the background above, the problems are identified as follow:

1. The decline in the value of character education in education
2. There were many character education value to improve the quality of English Learning Material in education process.

C. Scope and Limitation

The scope of the study is the character education value in Rumah Belajar Kemendikbud Youtube Channel. The limitation of this study is focused on analyzing character education value in 4 videos explaining English material which is displayed in Rumah Belajar Kemendikbud Youtube Channel. There are 4 videos would be observed by research in Rumah Belajar Kemendikbud. The first discussion about Narrative Text, the second video about Asking and Giving Opinion, the third video is about Expressing Ability and Will, and the last video is about Event Advertisement.

D. The Formulation of Problem

Based on the background above, the writer formulates the problem statement, as follows:

1. What were the values of the character education found from 4 videos about English Learning Material in Rumah Belajar Kemendikbud Youtube Channel based on Ministry of Education and Culture?

2. How many were values of character education would found from 4 videos of English Learning Material in Rumah Belajar Kemendikbud Youtube Channel based on Ministry of Education and Culture?

E. The Objective of Study

Based on the formulation of problem statement, the objectives of the study are :

1. To describe the values of character education from 4 video English Learning Material in Rumah Belajar Kemendikbud Youtube Channel.
2. To find out the values of character education from 4 videos English Learning Material in Rumah Belajar Kemendikbud Youtube Channel.

F. The Significance of Study

The significances of study are expected to be useful both theoretically and practically :

1. Theoretically

The result of this research are expected to support theories dealing with character education.

2. Practically

1.1 For Students

By using YouTube, students can learn and recognize the values of character education which is integrated in a video that explains about

English material represented in Rumah Belajar Kemendikbud Youtube Channel and students can apply character education value in daily life.

1.2 For Teachers

By analyzing this video on Youtube, the researcher hope that teacher can apply to the student that included an intergrated character education to teach the students in the teaching learning process.

1.3 For other researchers

This research explained about character education, learning media (Youtube), and others. So, this research can be as a reference for the other researchers.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Character Education

Character education is ultimately about what kind of person a child will grow up to be and the early Greek idea of character suggests that moral goodness is essentially a prediction of persons and not acts. It also implies that this goodness of persons is not automatic, but must be acquired and cultivated (Larry P. Nucci, 2008 : 90). In other words, character education has broader and more ambitious goals than behavior control, discipline, training and indoctrination. Cover a lot. "Character" is a broad term that refers to an individual as a whole. For many character educators, therefore, 'character education' is concerned with the formation and transformation of human beings, and includes education through individual participation in schools, families, and social networks.

Character education is ultimately about what kind of person a child will grow up to be (Larry P. Nucci :2008.p.80). In other words, helping students and children develop good personalities through character development must be created through the education system and supported through the various methods and media used in schools. Education can be applied to many media, one of which is YouTube.

According to Ramly (2010), the notion of caharacter education is education that prioritizes the essence and meaning of morals so that it will be able

to form good students' personalities. It's mean that character education is focuss for the attitude of the student.

Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share (Character Education Informational Handbook & Guide II (2001:2). Personality traits are realized through positive practices at home, school, and in the community. Therefore, non-formal institutions of school must include character education through all school materials that are incorporated into the school curriculum. It aims to create a high-quality and cultural Indonesian nation, not only with intelligence and beliefs, but with heart, emotions and ethics. Moreover, children's education in the field of values begins at an early age and is sustainable and synergistic between home education, school and community. to religious values and behavior of children.

According to Arifin (2019) stated that the character traits should include, but are not limited to, courage, good judgment, integrity, civility, kindness, perseverance, responsibility, tolerance, self-discipline, respect for school personnel, responsibility for school safety, service to others and good citizenship.

Referring to various understandings and definitions of education character, then character education can be interpreted as a process of direction and guidance to students so that they have value and good behavior, to be fully human. So, character education is a process of giving guidance to students students to become fully human, with character in the dimensions of heart, mind,

body, and feeling and intention. Character education can be interpreted with value education, character education, moral education, education character that aims to make good or bad decisions, maintain what good, and manifest goodness in everyday life by wholeheartedly.

1.1 The Purpose of Character Education

According to the Ministry of National Education (2011: 7) that character education aims to develop the values that shape the nation's character, namely Pancasila, including:

- a) Developing the potential of students to become human beings with good hearts, good thoughts, and good behavior.
- b) Building a nation with the character of Pancasila.
- c) Develop the potential of citizens to have self-confidence, be proud of their nation and country and love humanity.

Character education aims to improve the quality of the implementation and results of education in schools that lead to the achievement of the formation of moral character from students in a complete, integrated, and balanced manner, in accordance with graduate competency standards. Through character education, it is hoped that students will be able to independently improve and use their knowledge, examine and internalize and personalize character and moral values starting to manifest in daily behavior.

According to Gunawan (2015), the purpose of character education is to form a nation that is strong, competitive, noble, moral, oriented to science and technology, all of which are imbued with faith and piety to God Almighty, based on Pancasila. The purpose of character education :

1. Developing the effective potential of students as human beings and citizens with culture and national character.
2. Develop commendable habits and behavior of students, instilling the spirit of leadership and responsibility.
3. Develop the ability of students to become independent, creative, national-minded human beings.
4. Developing a school life environment as a safe, honest, creative and friendly learning environment, and with a high sense of nationality.

Based on some of the opinions that have been stated above, it can be concluded that : it is said that the purpose of character education is to achieve results aims to form and build a mindset, attitudes, and behavior of students to become a positive moral person, noble spirit, and responsible

1.2 The Value of Character Education

The Ministry of Education and Culture (Kemendiknas) develops the character education values and become a concern in the 2013 curriculum. Those 18 characters are described by Kemendiknas (2010 : 9-10), as follows:

1. Religious. Religious character values reflect faith in God the Almighty which is manifested in the behavior of carrying out the teachings of religion and beliefs, respecting religious differences, uphold a tolerant attitude towards the implementation of religious worship and other beliefs, live in harmony and peace with followers of other religions.
2. Honesty. Being honest it means being truthful. In other words, honest means say something that according to the facts there is no overstatement or reduction in these words.
3. Tolerance. Being tolerant it means not judging people based on where they live, how they look, or what their customs are. It means tolerance is respecting the differences around them.
4. Discipline. Being discipline is the attitude or feeling obedient in obeying the rules and values that are believed to be his responsibility.
5. Work Hard. Being work hard is an action or activity that is done seriously without tireless and prioritizing and paying attention to the satisfaction of the results of the work done.
6. Creative. Being creative it means that creative people can create something based on ideas that arise from themselves that can be developed and useful for us and others.
7. Independent. Being independent it means that being an independent person who believes that they can do everything what they want independently and can be responsible for what they do.

8. Democratic. It is the way of thinking, behaving, acting, which assesses the same rights and obligations of themselves and others.
9. Curiosity. It means curiosity is the attitude of someone who opens to new things and eager to learn something they don't know. They tend to have a high curiosity about new science.
10. Nationalism. It mean that nationalism is the way of thinking that loving the country and behaving a high appreciation to the country.
11. Patriotism. Patriotism is the attitude that someone shows in which they have a brave attitude, never give up, and willing to sacrifice for the nation.
12. Rewarding Achievement. The attitude of a person where they can appreciate the hard work they have done, and they are grateful for everything that they have. They always appreciate the process of their struggle.
13. Friendly/ Communicative. The attitude that has a good way to communicate with other people and make other people feel comfortable.
14. Love of Peace. The attitude that someone shows brings a sense of comfort to others so that the other people are not disturbed by his presence. Also, love of peace is an attitude that not easy getting emotions and can control themselves in the face of problems.
15. Reading Pleasure, Reading pleasure means any reading for enjoyment. Reading pleasure support and give motivation to the learners.

16. Environmental Care. Environmental Care is the responsibility and improvement that supports the Environmental Protection and develops efforts to reform the destruction of nature.
17. Social Care. The attitude and performing always help each other societies.
18. Responsibility, Being responsible it means that you answer for your actions. It means responsibility is an act or individual behavior that raises awareness in carrying out obligations towards something

2. Youtube Media

According to Imroatun (2021), digital media technology that has become popular in this decade certainly has a variety of positive or negative impacts. Digital media technology that has development at a significant speed has become an inseparable part of people's live.

Social media is a digital platform that facilitates users to communicate with each other or share content in the form of writing, photo, video, and is a digital platform that provides facilities to carry out social activities for each user. And the researcher used the youtube as for this study.

Youtube is a social media people are most interested in nowadays (Haryadi, 2019). Youtube is a media website for sharing online videos that are the most popular in the internet world. YouTube is a social media website with worldwide users totaling over one billion. Due to the fact that YouTube has such a large and diverse community of users, it could be a media channel for improving

public awareness and understanding, or conversely, for disseminating information that may cause harm with potentially misleading or invalid information.

Youtube is a popular video-sharing service where users can load, watch and share video clips for free. Youtube is one of the social media that is practical and easy to access. Youtube creates a conducive learning situation and grows students' interest in learning as learning takes place. In the addition, using youtube is because this portal is considered easy and can be accessed by anyone, anytime and anywhere.

From YouTube, we can also learn self-taught by paying attention to the explanation given by someone who has made the video. For example, on the Youtube channel of Rumah Belajar Kemendikbud, there are many learning videos which are difficult for teachers to explain from different cities. As in Narrative Text, by teacher IsmiEfriyanti as the Ambassador of the Learning House, the second video is about Asking and Giving Opinions, by AsihPrihatin as a teacher from SMP N 1 SelomertoKab. Winosobo, the third video about Expressing Ability and Will by Mrs. Sri Utami as a teacher from Bali, and the last video about Event Advertisemest.

2.1 Rumah Belajar Kemendikbud

Rumah Belajar is a learning portal prepared by the Ministry of Education and Culture which contains more than 12,934 learning materials. This portal can be used by teachers to support a more interactive

teaching process in the classroom. This portal can also be used by students as alternative learning materials, both inside and outside school hours.

Rumah Belajar is the result of the previous portal development which was launched on 15 July 2011, containing learning material content that can be utilized by educators and students of Early Childhood Education (PAUD), Elementary Schools (SD) to Senior High/Vocational Schools (SMA/SMK) as a source of learning media.

In addition, Rumah Belajar also provides services for the availability of learning media resources in the form of interactive learning materials equipped with supporting media for images, animations, videos and simulations, as well as in the form of digital books. The contents of the Learning House are provided for various purposes, so that educators and students can carry out comprehensive learning.

Rumah Belajar is intended for students, teachers, and the wider community, anyone who wants to learn. The benefits of Rumah Belajar for students are as a virtual learning resource, creativity development and student portfolio data. For teachers as a source of reference and coaching the teaching profession. Rumah Belajar have advantages :

1. Provide learning facilities for both students and teachers.
2. Has a variety of learning media (multimedia), text, graphics, photos, videos, audio, and animations.
3. Provide a complete collection of questions both for practice and try out exams.

4. Teachers can modify and reproduce lesson plans and learning materials.
5. Students can develop communication networks and creativity.

RumahBelajar is present as a form of learning innovation in the industrial era 4.0 that can be utilized by students and teachers of Early Childhood Education (PAUD), Elementary Schools (SD), Junior High Schools (SMP), Senior High/Vocational Schools (SMA/SMK) and equivalent. By using Rumah Belajar, we can study anywhere, anytime with anyone. All content in Rumah Belajar can be accessed and used for free. <https://belajar.kemdikbud.go.id/>

B. Relevan Study

There have been many studies on Character Education. The first study is Representation of Character Education in Islamic Da'wa on Social Media. Supervised by Abdi Wael and Hasanudin Tinggap. The researcher aims to find out how to represent the value of character education in Islamic da'wah on social media. The population in this study is Islamic Da'wa videos on social media Youtube. These themes are in accordance with the elements of character education formulated by the Ministry of National Education in 2010. The author also took 14 channels from various YouTube channels related to the author's title. Based on the results of the analysis, the author finds that Islamic da'wah on social media especially Youtube contains content with the themes of honesty, tolerance, discipline, workhard, independent, love the homeland, friendly, and responsible.

The second study was conducted by Beta Nurlaila under the title is Character Education Value in Coco Movie. Based on the analysis of the researcher research that character education value based on The Ministry of Education and Culture . from 18 character education value taht mentioned by The Ministry of Education and Culture, the reeseach found from 42 data in Coco Movie is contains 15 character education value. There are religious, honest, tolerant, displince, work hard, creative, independent, democratic, curious, patriotic, appreciative, friendly/communicative, love peaceful, social awarness, and responsible.

The third research was conducted byRiskianaWidi Astuti¹ under the title is Character Education Value in Animation Movie of Rara and Nussa. The animation rara and nussa is on Youtube. And Character education values that contained in animation movie of nussa and rarra, the researcher has limited the five points of character education values, namely (1) religious character education value, (2) curiosity character education value, (3) friendly/communicative character education value, (4) social care character education value, (5) responsibility character education value.

The different between of this research and previous research is this research would to analyzed the character education value in english learning material that represented in Rumah Belajar Kemendikbud youtube channel. This first research conducted in Islamic Da'wa videos, the second research conducted in Coco Movie. And the last research conducted in Animation Movie of Rara and Nusa that can we find in Youtube channel. The researchs above, use the theory

based on The Ministry of Education and Culture in which there are 18 character education values that will be used by researcher in researching English learning material from Rumah Belajar Kemendikbud Youtube Channel. This research also using the previous research to help the writer finding the references and the previous theory most used by the previous researcher.

C. Conceptual Framework

Character education is a teaching that emphasizes values to shape the personality of children in the future so that they can endure trials and live a good life. Based on the Ministry of Education and Culture of Indonesia (2010:9), there are 18 values of character education that have been formulated, including: religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the land, water, proud achievements, friendly, peace-loving, fond of reading, environmental care, social care, responsibility.

The conceptual framework in this study is the researcher takes 4 videos of English Learning Material from Rumah Belajar Kemendikbud on youtube channel and focuses on analyzing the value of character education in 4 videos English Learning Material which is displayed in the Rumah Belajar Kemendikbud Youtube Channel.

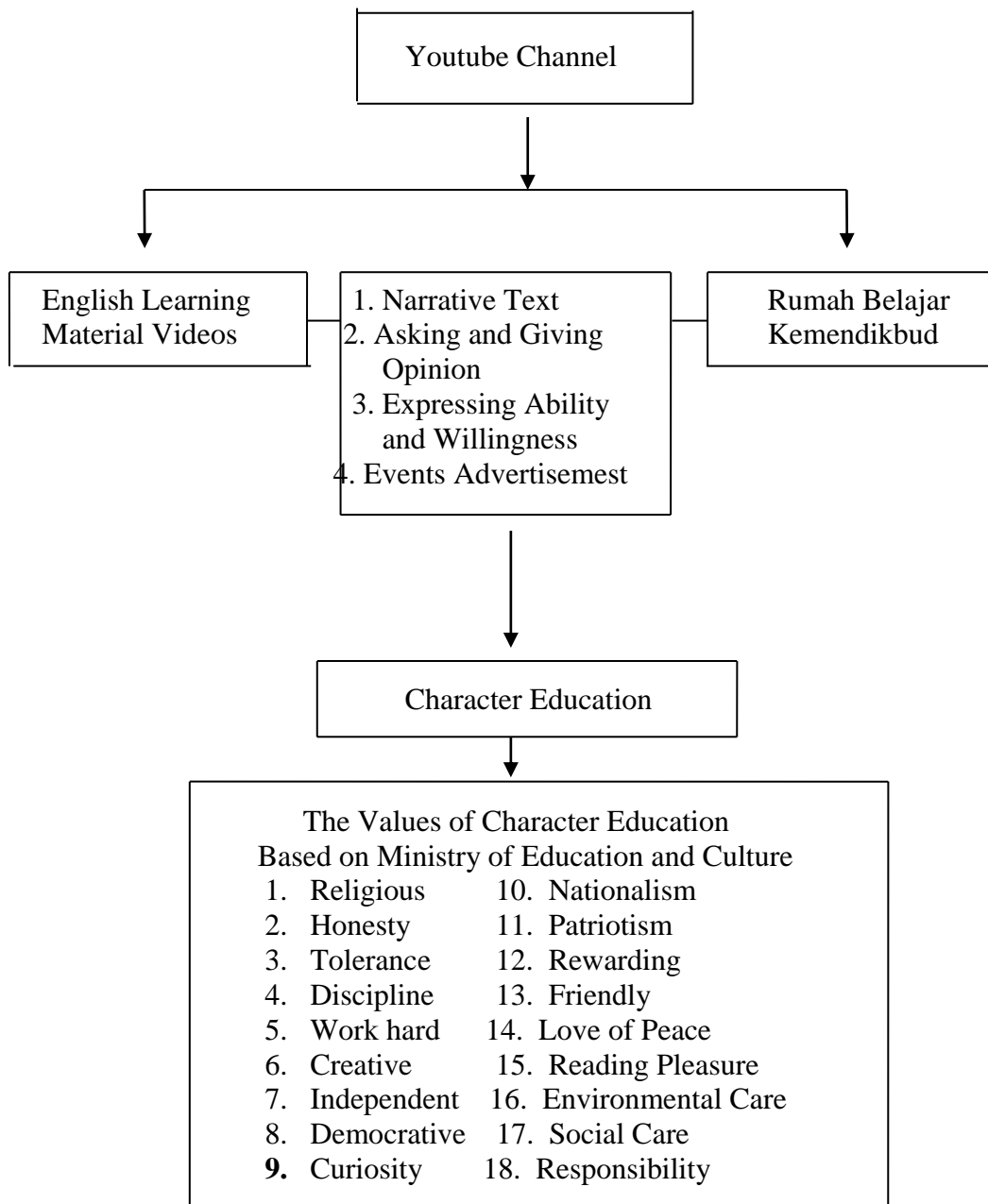


Figure 2.1 Diagram of Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used descriptive qualitative research. This study used a descriptive qualitative method. Where qualitative research is used to examine nature objects based on the philosophy of postpositivism and researchers as key instrument (Sugiono, 2017:15) this research method is used for researchers who want to know what and how many character education value in 4 videos of English Learning Material presented in Rumah Belajar Kemendikbud Youtube Channel namely the first discussion about Narrative Text, the second video about Asking and Giving Opinion, the third video is about Expressing Ability and Will, and the last video is about Event Advertisement.. This research was a descriptive study. Descriptive research helped establish the current state of the phenomenon. Descriptive qualitative research would be focused on the process, meaning, and comprehension gained through word or visual, because it will use dialogue, document analysis, interviewing and recording. Data collection of qualitative descriptive studies focuses on discovering the nature of the specific event under study.

B. The Source of Data

The sources of data for this research are 4 videos English Learning Material from Rumah Belajar Kemendikbud Youtube Channel. For the first video

about Narrative Text, by the teacher Ismi Efriyanti as Duta Rumah Belajar, the second video about Asking and Giving Opinion, by Asih Prihatin as a teacher from SMP N 1 Selomerto Kab. Winosobo, the third video about Expressing Ability and Willingness by Mrs. Sri Utami as the teacher from Bali, and the last video about Events Advertisemest by Komang Budiadnya, S.Pd as Duta Belajar Nasional Versi Jejak Bali 2019.

C. Techniques of Collecting Data

In collecting data to this research, the researcher would identify from a youtube video to the technique used by the researcher was observation and technical documentation. Observation is the collection of data by observing the phenomena we are studying. (Zennius website). Then take the following steps:

1. The researcher would login into Youtube.
2. The researcher would searched Rumah Belajar Kemendikbud on the Youtube search field.
3. The researcher would opened the 4 videos of English Learning Material in Rumah Belajar Kemendikbud.
4. The researcher would watched the 4 videos of English Learning Material in Rumah Belajar Kemendikbud
5. Writing down the script of the 4 videos of English Learning Material in Rumah Belajar Kemendikbud

6. Identifying and classifying any clear data into character education value based on Ministry of Education and Culture so that it was not difficult to decipher. Researcher used tables to make it easier to share the data found
7. Find out the result and conclusion.

D. Technique of Data Analysis

The technique of data analysis that used in this research were the data analysis by Miles and Huberman (2014) the data of analysis used in this research was descriptive analysis technique to get the result and conclusion. The technique of analysis was focused on four characteristics including: data collection, data condensation, data display and conclusion.

1. Data Collection

Data collection means this research began with the steps of collecting data as mentioned on technique then analyze the problem. In this research used the post from Rumah Belajar Kemendikbud Youtube Channel as sources of data.

2. Data Condensation

Analyzed and determined the generic structure potential of each image in the data, and words that refer to character education then simplify it into visual forms.

3. Data Display

After determining the generic structure potential and sorting visual, then the data produced research results and information that was organized so that it allows for decision making and action.

4. Conclusion

The last step of data analysis will be concluding. Here, the researcher has begin to see what the data were. Then, the researcher concludes the data by making a description and explanation of each data found. So, that the researcher got the findings of this research problem.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

This chapter presented the findings related to answer the research question. It discussed what are values of the character education were found from 4 videos about English Learning Material in Rumah Belajar Kemendikbud Youtube Channel and how many are values of character education were found from 4 videos of English Learning Material in Rumah Belajar Kemendikbud Youtube Channel based on Ministry of Education and Culture. There are 4 videos were observed by research in Rumah Belajar Kemendikbud. The first discussion about Narrative Text, the second video about Asking and Giving Opinion, the third video is about Expressing Ability and Will, and the last video is about Event Advertisement.

Based on the data analysis, values of the character education were found from 4 video English Learning Material in Rumah Belajar Kemendikbud as proposed by the Ministry of National Education.. The detail of the analysis displayed in the table.

Table 4.1 The finding of character education values that found from 4 videos English Learning Material in Rumah Belajar Kemendikbud Youtube Channel.


No.	Character Education	Video Topic				Total
		Video 1 (NT)	Video 2 (AGO)	Video 3 (EAW)	Video 4 (EA)	
1	Religious	✓	✓	-	-	2
2	Honesty	-	✓	-	✓	2
3	Tolerance	-	-	-	-	-
4	Discipline	-	✓	-	-	1
5	Work hard	-	-	-	-	-
6	Creative	-	✓	✓	✓	3
7	Independent	-	-	-	-	-
8	Democrative	-	-	-	-	-
9	Curiosity	-	✓	✓	-	2
10	Nasionalism	-	-	-	-	-
11	Patriotism	-	-	-	-	-
12	Rewarding	-	-	-	-	-
13	Friendly/communicative	-	✓	✓	✓	3
14	Love of peace	-	-	-	-	-
15	Reading pleasure	✓	-	-	-	1
16	Eviromental care	-	-	-	-	-
17	Social care	✓	✓	✓	✓	4
18	Responsibility	-	-	-	-	-
	Total	3	7	4	4	18

Based on Table 4.1, the research findings, there are eight character education values found in the 4 videos of English Learning Materials which in the English learning material videos have similarities in their character education values. There are religious, honesty, discipline, creative, curiosity, friendly/communicative, reading pleasure, and social care. For character education value of religious (2), honesty (2), discipline (1), creative (3), curiosity (2), friendly/communicative (3), reading pleasure (1), and social care (4). Those values of character education were presented in the text, picture, and the minute of the video. The detail video of the analysis displayed in the table.

1. Video 1 (Narrative Text)

Table 4.2

Value of Character Education in Narrative Text video 1

NO	Figure	Dialog/Picture	Character Education
1.	4.2.1		Religious
2.	4.2.2.	How are you?	Social Care
3.	4.2.3.	“Long time ago, there was a poor young man. He lived with his old mother. He worked as a fisherman.”	Reading pleasure

From the table 4.2, the finding of character education in Narrative text (video 1) has 3 values of character education there are religious, social care, and reading pleasure.

a. Religius



Figure 4.2.1. Narrative text (Religius)

Religious character values reflect faith in God the Almighty which is manifested in the behavior of carrying out the teachings religion and beliefs, respecting religious differences, uphold a tolerant attitude towards the implementation of religious worship and other beliefs, live in harmony and peace with followers of other religions.

The above data are categorized into the character education value of religion. it was demonstrated by a discipline wearing a long hijab, when the teacher explained Narrative text. These data mean that the teacher was a muslim. Its seems on the teacher covering her genitals as one of their religius practices. It can be seen from the picter that a teacher used a hijab. Which in the Al-Quran letter Al-Ahzab verse 59, Allah SWT orders a Muslim to wear the headscarf and the hadith of Rasulullah SAW requires a Muslim woman to cover her genitals. For a Muslim woman, clothing is self-identity(Syofrianisda, 2020). So, the clothes

that can cover a woman's private parts are clothes that are loose, not tight, not short, and also use the headscarf as a part of the hair that is the identity of a Muslim woman.

Furthermore, in the video the teacher shows her identity as a Muslim where a Muslim must use the hijab to cover her genitals. So the behavior can be emulated and imitated by students to show their religious identity and obedience to their religion.

In addition, the above data were also considered religious. Because the above data contained a tolerant attitude towards other religions. This data is corroborated by the fact that hijab-wearing girls are treated the same as everyone else.

b. Social Care

Social care is the attitude and behavior of people who always help each other. Apart from that, social care can also be described as an attitude of paying attention to other people's conditions. This theory prioritizes data.

The figure 4.2.2 above is included in social care as the teacher said "*How are you?*"in0:24 *minute* before class begins. A greeting to know how the students are doing. Social interest is an important value to own. Because interest itself goes hand in hand with the values of honesty, compassion, humility, kindness and generosity which are very much needed in everyday life. As social beings (homo-socialists), humans do not rely solely on their own strengths, but somehow need others and need to respect, love and care for the different circumstances around them (Tabi'in, 2017). Having a social caring attitude is

indeed difficult and it takes a certain amount of effort to really have it, that is a level where one can really have social concern and can apply it to other people. then through this English learning video students can know that social care is part of the character values of an education.

Furthermore, in the video the teacher greets to find out how the students are doing. So that this behavior can be emulated and imitated by students, students need to be introduced and even taught about social care, so that later students have sensitivity to people in need. By introducing caring values, students will know and understand the importance of caring for others.

In addition, the above data were considered Social care, because the teacher asked the condition of the student by how are you that make to teach the student caring about in society.

c. Reading Pleasure

Reading pleasure means any reading for enjoyment. Reading pleasure support and give motivation to the learners. theory prioritizes data.

The figure 4.2.3 above includes Reading Pleasure. At 3:02-3:10 the teacher reads the story “*Long time ago, there was a poor young man. He live with his old mother. He worked as a fisherman.*” Here the teacher invites the audience to listen to stories on the screen which are useful for opening students' mindsets in students' reasoning abilities and creativity. Through watching this learning video, students can obtain various information actively and receptively. That is, by having high reading comprehension skills, students can obtain various

information in a relatively short time. so through this English learning video students can know that the pleasure of reading is part of the character values of an education and by liked reading we can get information and have broad insights.


Forthermore, in the video the teacher reads some sentences that we know that was a story about Maling Kundang. The pleasure from reading helps young people understand historical and current events, helps them develop compassion and empathy, empowers them to develop and act on their beliefs, and helps them understand the consequences of risky behavior (Tanti et al., 2021). In this part, the teacher invited the students to read together. So this behavior can be emulated and imitated by students, because students want to know the story, they can read more about the story, and they can read many stories, not just one story, but another story.


In addition, the above data considered in character education of reading pleasure , because by the reading can get a lot of information, a lot of knowledge and also pleasure. Reading pleasure of character education is used as a means of obtaining information and insight.

2. Video 2 (Asking & Giving Opinion)

Table 4.3

Value of Character Education in Asking & Giving Oponion video 2

NO	Figure	Dialog/Picture	Character Education
1.	4.3.1	 <p>Haloo sahabar rumah belajar, Assalamualaikum warahmatullahi wabarakatuh, welcome to happy English with me Asih Prihatin. Oke are you ready to learn English, les't start now!</p>	Religius /Communicative
2.	4.3.2.	<p>Today's Learning Objective</p> <ol style="list-style-type: none"> 1. identify the expression of asking for opinion in English 2. identify the expression of giving an opinion in English <p>Please listen carefull !!</p>	Curiosity
3.	4.3.3.	<p>Blaja : Hello Rara, how are you today?</p> <p>Rara : I am fine, thank you</p> <p>Blaja : Rara, waht do you think about this food?</p> <p>Rara : I think it's not good for our health, because it's junk food</p> <p>Blaja : Oh i see It now, Thank you Rara</p> <p>Rara : Its's okay Blaja</p>	Honesty

4.	4.3.4	<p>Teacher : Fandi, what do you think about your new class?</p> <p>Fandi : I think it is clean and tidy and i like it</p> <p>Teacher : Good, let's sit down</p> <p>Fandi : thank you mam</p>	Honesty/ Disciplin
5.	4.3.5.	<p>Mr.Smith : Hi, Mrs. Asih</p> <p>Mrs. Asih : Hello Mr. Smith. I have new smartphone. Look at my new smartphone!</p> <p>Mr.Smith : Wow!</p> <p>Mrs. Asih : What's your opinion about my new smartphone?</p> <p>Mr. Smith : In my opinion it is intereseting smartphone</p> <p>Mrs. Asih : Thank you</p> <p>Mr. Smith : You are welcome</p>	Friendly/Communicative
6.	4.3.6.	<p>Lisa : Hi, Ruma.</p> <p>Ruma: Yeah!</p> <p>Lisa : I am hungry now! What do you think if we go to the restaurant now ?</p> <p>Ruma : I don't think so</p> <p>Lisa : Why?</p> <p>Ruma : Because it Raining</p> <p>Lisa : Oh yeah</p> <p>Ruma : We can cook same meals in the kitchen. What do you think if we cook soup</p> <p>Lisa : Okay, that good idea</p>	Socil Care
7.	4.3.7	 <p>(interesting slide)</p>	Creative

From the table 4.3, the finding of character education in Asking and Giving Opinion (video 2) had 7 values of character education there are religious, communicative, curiosity, honesty, discipline, social care, and creative.

a. Religius



Figure 4.3.1 Asking & Giving Opinion (Religius)

Religious character values reflect faith in God the Almighty which is manifested in the behavior of carrying out the teachings of religion and beliefs, respecting religious differences, uphold a tolerant attitude towards the implementation of religious worship and other beliefs, live in harmony and peace with followers of other religions.

The above data are categorized into the character education of religion. It was demonstrated by a disciple wearing a hijab. These data mean teacher wore a headscarf. She was a Muslim. Muslim women with hijab covering their heads is one of their religious practices.

In addition, the above data were also considered religious. Because the above data contained a tolerant attitude towards other religions. This data is corroborated by the fact that hijab-wearing girls are treated the same as everyone else.

Besides that, the teacher before starting his lesson he said the greeting "*Assalamualaikum Warhamtullahi Wabarakatuh*" which said greetings is part of Allah SWT commands. In the verse 86 of the Qur'an, Surah An-Nisa, "if you are greeted/respected, then respond with something better or return the honor in kind". So by saying greetings can be exemplified by students in everyday life which can form the positive character of students. Because greetings are prayers. Both for those who think and those who listen. Therefore, interpreting greetings is one of the values of character education which is included in religious values

b. Honesty

Honesty is honest means say something that according to the facts there is no over statement or reduction in these words. In other word Honesty is human behavior that is based on an effort to make himself a capable person trusted in deeds, actions, and work. So theory is associated with data because the data shows the behavior of someone who can be trusted from the words and action. This theory prioritizes data.



Figure 4.3.2 Asking & Giving Opinion (Honesty)

The above data is included in Honesty. In dialog Blaja and Rara in video 2 English Learnig Material in Asking nad Giving Opinion : "*Blaja : Rara, waht do you think about this food? Rara : I think it's not good for our health, because*

it's junk food". Here you can see Blaja insight asking Rara for her opinion about fast food and Rara answered honestly that fast food is not good for our health, with that answer we know that being honest is very good so that our interlocutors can also get a good response to their meeting.



And the second data above is included in Honesty too. In the picture had the dialog between teacher and student,

Teacher : Fandi, what do you think about your new class?

Fandi : I think it is clean and tidy and i like".

Based on the dialog that was the teacher asked to Fandi about the New class, and Fandi answered the class cleaned and tidied and he liked it. So in response that he gave to his teacher is honest, because he had told the truth about his class conditions when he entered his classroom. That honesty is not lie, say or provide information according to reality (Julia, 2019). Everyone should instill the value of honesty in themselves likewise, as a student must have the value of honesty in yourself (Syofyan et al., 2022). So everyone must equally instill the value of honesty.

Therefore, in these video 2 the behavior shown is to be honest with the responses or questions that the questioner gave for his opinion. So honesty is included in the value of education.

c. Discipline



Figure 4.3.3. Asking & Giving Opinion (Discipline)

Discipline. Being discipline is the attitude or feeling obedient in obeying the rules and values that are believed to be his responsibility. The theory was applicable with data below.

Based on the data above, the picture showed the character education of discipline. Furthermore, the picture shows that the teacher ordered the student to sit on his chair. One example of this rule is in the sentence "let's sit down, fardi" which shows that the teacher ordered to sit in his seat and the student did what the teacher ordered by saying, hold on, you mam. According to (Julia, 2019) Discipline in the educational process very necessary because not only for maintain an atmosphere of learning and teaching running smoothly, but also for create a strong personality for each student. Indiscipline usually comes from self itself, besides that indiscipline can also come from the social environment.

Therefore, the data shows the value of discipline because students obey the orders said by his teacher.

d. Curiosity

Curiosity. It means curiosity is the attitude of someone who opened to new things and eager to learn something they don't know. Curiosity is the beginning of human knowledge(Chotimah et al., 2021).They tend to have a high curiosity about new science. The theory matched with the following data.

“Today's Learning Objective

1. identify the expression of asking for opinion in English

2. identify the expression of giving an opinion in English

Please listen carefull !!”

The above data are categorized into the value of curiosity and character education. The data show that the teacher's success in today's class was in identifying the expressions in English to ask for an opinion and the expressions to give an opinion in English. To find out, the researchers watched the video and noticed that the teacher explained everything, solicited and offered opinions, answered questions and opinions.

Samani and Hariyanto (2012:119) explains curiosity as the desire to investigate and understand natural and social phenomena as they occur. Based on this understanding, curiosity can be interpreted as a natural emotion that exists in humans when there is a desire to cover and learn more about what has been learned. It drives students to keep discovering what is not, discovering that they acquire many new information and knowledge and expand their

insights. Therefore, the data shows the value of curiosity and the attitude of curiosity is included in the value of character education

e. Friendly/Communicative

Friendly/ Communicative. The attitude that was a good way to communicate with other people and make other people feel comfortable. Theory prioritizes data.

“Haloo sahabat rumah belajar, welcome to happy English with me Asih Prihatin. Oke are you ready to learn English, let's start now!”

The data above includes Friendly/Communicative. The data shown that the teacher before opened the lesson she was greeting it had made the student happy to see the teacher in her video. Friendly/communicate character which is the actions that show the pleasure of speaking, socializing and working with others (Kemenag, 2011). Children's habits tend to mimic and approve of their existence in the environment in which they live. (Islam et al., 2017). This is in accordance with the data because the data shows the attitude of a teacher who will be imitated by students. In this attitude, students will imitate activities that will affect the communicative attitude of students.

Examples of Friendly/Communicative sentences are let's see in the conversation Mrs. Asih and Mr. Smith



Figure 4.3.5 Asking and Giving Opinion (Friendly/Communicative)

Mr. Smith : Hi, Mrs. Asih

Mrs. Asih : Hello Mr. Smith. I have new smartphone. Look at my new smartphone!

Mr. Smith : Wow!

Mrs. Asih : What's your opinion about my new smartphone?

Mr. Smith : In my opinion it is interesting smartphone

Mrs. Asih : Thank you

Mr. Smith : You are welcome

Another dialogue also shows that the data is a friendly/ communicative value because the data shows that Mr. Smith said hello first, after that Mrs. Asih answered her greeting and involved questions and answers to her questions. which asks questions where Mr. Smith has to think deeper to answer the question, "What do you think about my new smartphone?" This sentence will form a friendly or communicative attitude because someone wants to be more in-depth and broad about something and appreciates the answer so as not to offend interlocutor. Therefore the question contains a friendly/communicative value.

f. Social Care

Social Care. The attitude and performing always help each other societies. The theory matched with the following data.



Figure 4.3.6. Asking & Giving Opinion (Social Care)

Lisa : Hi, Ruma.

Ruma: Yeah!

Lisa : I am hungry now! What do you think if we go to the restaurant now ?

Ruma : I don't think so

Lisa : Why?

Ruma : Because it Raining

Lisa : Oh yeah

Ruma : We can cook same meals in the kitchen. What do you think if we cook soup

Lisa : Okay, that good idea

Based on these data above, the value of socially caring character education can be seen in the dialog above, it shows that when Lisa very hungry, she can't buy food outside because it is raining. And Ruma gave the idea to cook food in the kitchen. This can be seen from the sentence "we can cook the same meal the kitchen". The attitude shown by her refers to the moral value of social care because it shows empathy for others. So the data is in accordance with the theory because the participants show empathy for humans or their friends. So it fit with the theory of social care because from the data, it can be seen that her attitude and actions wanted to help her friend.

g. Creative

Creative. Being creative means that creative people can create something based on ideas that arise from themselves that can be developed and useful for us and others. The theory matched with the following data.




Figure 4.3.7 Asking & Giving Opinion (Creative)

Figure 4.3.7 illustrates that the teacher in the English learning video about Asking & Giving Opinion designed the video very creatively. Because it makes it easier for the audience to understand the material that has been explained about in the video. In his presentation the teacher explained the material of asking and giving opinion by using interesting pictures and conversations between teachers and students. Therefore, this can be imitated by students to develop their knowledge in making English learning material videos in an interesting way. Creativity can be interpreted as a value of creativity and effort (Swandi et al., 2020). Furthermore, creative as a character is part of the process or driving force in the process of producing something new that can be understood by many people. So this English learning material video contains valuable values of creative character education.

3. Video 3 (Expressing Ability and Willingness)

Table 4.4

Value of Character Education in Expressing Ability/Willingness video 3

NO	Figure	Dialog/Picture	Character Education
1.	4.4.1	 <p>(interesting slide)</p>	Creative
2.	4.4.2	<p>To express ability or to say that we are able to do something, To express ability, we use “can” What about expressing willingness? Let’s take a look To express willingness, we can use “will”</p>	Curiosity
3.	4.4.2.	<p>Hello student, welcome to English time with me Rita. In this lesson we will talk about the Expressing of my ability and Willingness. Okey let’s start</p>	Friendly/Communicative
4.	4.4.4.	<p>“ok, that the end of our lesson today, I hope it can be beneficial for you”</p>	Social Care

From the table 4.4, the finding of character education in Expressing Ability/Willingness (video 3) had 4 values of character education there are creative, curiosity, friendly/communicative, and social care.

a. Creative

Creative. Being creative means that creative people can create something based on ideas that arise from themselves that can be developed and useful for us and others. The theory matched with the following data.



Figure 4.4.1. Expressing Ability/Willingnes (Craetive)

Figure 4.4.1 illustrates that the teacher in the English learning video about Expressing Ability/Willingnes designed the video very creatively. which, in the video about Expressing Ability/Willingnes is explained using a power point slide background in which there are pictures and explanations related to learning English about Expressing Ability/Willingnes. therefore, with the creativity of the teacher in presenting the material it makes it easier for the audience to understand the material that has been complained about in the video. Creative can be interpreted as the value of creativity and effort (Swandi et al., 2020). Furthermore, creative as a character is part of the process or driving force in the process of producing something new that can be understood by many people. So this English learning material video contains dark values of creative character education

b. Curiosity

Curiosity. It means curiosity is the attitude of someone who opened to new things and eager to learn something they don't know. Curiosity is the beginning of human knowledge(Chotimah et al., 2021).They tend to have a high curiosity about new science. The theory matched with the following data.

“To express ability or to say that we are able to do something,

To express ability, we use “can”

What about expressing willingnes? Let’s take a look

To express willingnes, we can use “will””

The figure 4.4.2 above is categorized into the value of curiosity in character education. The data shows that the teacher's success in today's class is to provide information that expresses ability and willingness in English in English. To find out, the researcher watched the video and noticed that the teacher explained the utterances in accordance with the English learning material explained by the teacher through the video, making anyone who watched the video feel that the information given by the teacher had succeeded in giving answers to the expressions of ability and willingness.

Samani and Hariyanto (2012: 119) explain curiosity as the desire to investigate and understand natural and social phenomena when they occur. Based on this understanding, curiosity can be interpreted as a natural emotion that exists in humans when there is a desire to explore and learn more deeply about what has been learned. This encourages students to continue to discover what they do not know to know, find that they gain a lot of new information and knowledge and broaden their horizons. Therefore, the data shows the value of curiosity and the attitude of curiosity is included in the value of character education.

c. Friendly/Communicative

Friendly/ Communicative. The attitude that was a good way to communicate with other people and make other people feel comfortable. Theory prioritizes data. The data above includes Friendly/Communicative.

“Hello student, welcome to English time with me Rita. In this lesson we will talk about the Expressing of my ability and Willingnes. Okey let’s start”

The figure 4.4.3 shows that the teacher before opening the lesson said greetings which made the students happy to see the teacher in the video. Being friendly/communicating is an act that shows a feeling of pleasure in talking, socializing and working with others (Ministry of Religion, 2011). In this video, it seems that the teacher introduces her name with the name Rita, then her goal is to teach material on abilities and willingness with enthusiasm and a smile.

Children's habits tend to imitate and approve of their existence in the environment where they live (Islam et al., 2017). So to make children friendly / communicative supported by various parties, for example family and community. which is actually the nearest educational center for children or students. A supportive environment provides a sense of security and comfort for them to find their identity.

This is in accordance with the data, because it shows the teacher's attitude that students imitate. In this posture, students imitate activities that affect their communicative attitude. The initial greeting of the activity makes the atmosphere around us happy. Therefore, the data shows that the value of character education is the value of Friendly/Communicative character education.

d. Social Care

Social Care. The attitude and performing always help each other societies. The theory matched with the following data. ***“ok, that the end of our lesson today, I hope it can be beneficial for you”***



The Figure 4.4.4. shown that the teacher cares about his surroundings, especially about students because the teacher states "**i hope it can be beneficial for you**" this phrase leads to a hope that after watching the video the teacher hopes that it will be useful and can better understand the material of Expressing Ability and Willingness. Social care character education is an attitude of someone sensitive to what is around him, both sensitive to the community and family (Abdullah et al., 2019). The hope is that by providing knowledge about expressing abilities and willingness, at least the teacher feels empathy and concern for helping students so that they are free from difficulties in understanding abilities and willingness.

Furthermore, social care character education is an important aspect that must be instilled in students so they have a sense of sensitivity to surrounding conditions and mutual respect. Therefore, social care is an attitude that needs to be instilled in everyone. This social caring attitude can be imitated in school life, for example helping friends if they have difficulty understanding a subject. explain to them slowly until they understand. Therefore, the data shows the value of character education is social care of character education.

4. Video 4 (Event and Advertisemen)

Table 4.5

Value of Character Education in Events Advertisement (video 4)

NO	Figure	Utterances/Picture	Character Education
1.	4.5.1	 <p>“ Now I’m standing in the middle of Times Square in New York City”</p>	Honesty
2.	4.5.2	“Hello sahabat rumag belajar, let me see you again in our acquisition with me Mr. Imam Muda”	Friendly/Communicative
3.	4.5.3.	“today we have learned about event and for advertisement, I hope you all understand the explanation of effect for Advertisement.”	Social Care
4	4.5.4	<p>(interseting slide)</p> 	Creative

From the table 4.5, the finding of character education in Event Advertisement (video 4) had 4 values of character education there are honesty, friendly/communicative, and social care.

a. Honesty

Honesty. Being honest it means being truthful. In other words, honest means say something that according to the facts there is no over statement or reduction in these words. So theory is associated with data because the data shows the behavior of someone who can be trusted from the words and action. This theory prioritizes data.



Figure 4.5.1. Event Advertisement (Honesty)

“Now I’m standing in the middle of Times Square in New York City”

The figure above is included in Honesty. From the data showed a teacher was honest about his words. In which the teacher said honestly that he was in New York City's Time Square with the help of the greenscreen from the video, the teacher was really in New York City's Time Square. From the English learning video that discusses the Adversionsement Event, the value of character education contained in it is the value of honesty. Honesty is an attitude reflecting the unity of knowledge, word, and action (knowing, telling, and doing what is true) (Chotimah et al., 2021). So the theory was associated with the data because the data showed the behavior of someone who can be trusted from words and action.

In addition, character eduaction of honest teaches students many things, for example it can be appreciated by many people, because this behavior shows that someone can be trusted, loyal, and sincere.

b. Friendly/Communicative

Friendly/Communicative. The attitude that was a good way to communicate with other people and make other people feel comfortable. Theory prioritizes data. The data above includes Friendly/Communicative.

“Hello sahabat rumah belajar, let me see you again in our acquisition with me Mr. Imam Muda”

The dialog above shown that the teacher before opened the lesson he was greeting it was made the student happy to see the teacher in his video and he introduced himself by his name. Friendly/communicate character which is the actions that show the pleasure of speaking, socializing and working with others (Kemenag, 2011). Children's habits tend to mimic and approve of their existence in the environment in which they live. (Islam et al., 2017). This is consistent with the data, as it shows the attitudes of teachers that students imitate. In this posture, students imitate activities that influence their communicative attitudes. The initial salutation of the activity makes the situation around us happy. Therefore, the data shows the value of character education is Friendly/Communicative value of character education.

c. Social Care

Social Care. The attitude and performing always help each other societies. The theory matched with the following data. ***“today we have learned***

about event and for advertisement, I hope you all understand the explanation of effect for Advertisement.”

The Figure 4.5.3. shown that the teacher cares about his surroundings, especially about students because the teacher states " *I hope you all understand the explanation of effect for Advertisement.*" this phrase leads to a hope that after watching the video the teacher hopes that it will be useful and can better understand the material of Event and Advertisement. Social care character education is an attitude of someone sensitive to what is around him, both sensitive to the community and family (Abdullah et al., 2019). Social care of character education is an important aspect that must be instilled in students so they have a sense of sensitivity to surrounding conditions and mutual respect. Therefore, the data shows the value of character education is social care of character education.

d. Creative

Creative. Being creativeit means that creative people can create something based on ideas that arise from themselves that can be developed and useful for us and others. The theory matched with the following data.



Figure 4.5.4. Event Advertisement (Craetive)

Figure 4.4.1 illustrates that the teacher in the English learning video about Event Advertisement designs the video very creatively. which in the video

about Event Advertisement is explained using a power point slide background in which there is a picture of the material brought by the teacher and also using the New York screen as if the teacher is abroad and an explanation regarding learning English about Event Advertisement then From that, the teacher's creativity in presenting the material makes it easier for the audience to understand the material that has been complained about in the video. Creative can be interpreted as the value of creativity and effort (Swandi et al., 2020). Furthermore, creative as a character is part of the process or driving force in the process of producing something new that can be understood by many people. So this English learning material video contains dark values of creative character education.

From the results of an analysis of the value of character education in the 4 videos of English language learning materials at Rumah Belajar Kemendikbud YouTube Channel integrated learning media in text form and pictures. The value of character education in texts and sentences were implemented in forms conversational dialogue between teachers and students or between office mates, from where all words and sentences read and analyzed show or match the theory character education value. Furthermore, the character education values are integrated into the images, based on these images are analyzed theories of character education values whose descriptions show character education values will be taken and classified based on the theory. Such an image shows interactionbetween students or interactions with other people, pictures of students or someone who uses the headscarf, and the picture shown some one who cares

for his friend who was hungry. So, from these 4 videos, which the researchers examined, there were only a few character education values. However, all of this is aimed at improving the quality of educational processes and outcomes that lead to the formation of the character and noble character of students as a whole, integrated and balanced in accordance with graduate competency standards in each education. Therefore, video learning materials must contain character education values because they help students to increase and use their knowledge, study and internalize and personalize character values and noble morals which are manifested in daily behavior.

B. Discussion

Based on the research findings, there were some points to discuss. Based on the findings, that of the 4 English learning videos about Narrative texts, Asking and giving opinions, Expressing Abilities and Willingness, and Event advertisement from Rumah Belajar Kemendikbud Youtube Channel in total there were seventeen values of character education. But of the seventeen value of character education, each video has similarities in its character education value. Because the videos were the same character values from each of the English learning videos, the researcher explained that only 8 character education values were found.

From the first video about Narrative Text, which of the eighteen (18) values of character education according to the Ministry of Education and Culture,

only three (3) were found. There were three value of character education that found Religius, Social care, and Reading pleasure.

From the second video about Asking and giving opinion. which of the 18 values of character education according to the Ministry of Education and Culture, only seven (7) were found. There were seven value of character education Religius, Fiendly/Communicative, Curiosity, Honesty, Discipline, Social care, and Creative.

From the thirh video about Expressing Ability/Willingnes, which of the 18 values of character education according to the Ministry of Education and Culture, only four (4) were found. There were four values of character education Creative, Curiosity, Friendly/Communicative, and Social care.

The last video about Event Advertisement, Which of the 18 values of character education according to the Ministry of Education and Culture, only four (4) were found. There were four value of caharacter education Honesty, Friendly/Communicative, Social care, and Creative

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data and obtaining some research finding that have been discussed in this previous chapter, in this chapter the reseacher celary describes the conclusions. There were some conclusion that were concluded by the researcher as follow :

1. The eight values of character education that found from 4 videos English Learning Material in Rumah Belajar Kemendikbud Youtube Channel. (1) Religious mean that which in this value shows religious values. As in video 1 the teacher wears a headscarf and says greetings (assalamualaikum wr.wb) when opening her subject. (2) Honesty mean that which in this value shows the attitude of having to say according to the circumstances, don't exaggerate a word like in video 2 in the dialogue between Fandi and the teacher regarding his opinion about the state of their class. and fandi said honestly that his class was clean. so fandi has an honest character because he tells the truth and doesn't lie about his class. (3) Discipline mean that where this value is the nature of obeying the rules. From video 2 when the teacher ordered to sit down, then Fandi obeyed what the teacher ordered. (4) Creative mean Being creative means that creative people can create something based on ideas just as the teacher presents the material in the form of a video that uses pictures and video conversations. (5)

Curiosity mean the attitude of someone who opened to new things and eager to learn something they don't know. (6) Friendly/Communicative mean that which the attitude that greeting each other in a communication can be seen from the way he speaks well, such as greeting and asking the condition of the other person. (7) Reading pleasure means reading for pleasure. In the sense that by reading a lot of information that can be found such as knowledge, motivation and fun. (8) Social care mean that which cares about those around it such as caring for friends who are sick or even for other people and helping them when they are in difficult or situations.

2. After analyzing of the character education from 4 videos about English Learning Material in Rumah Belajar Kemendikbud Youtube Channel based on Ministry of Education and Culture there were eight value of character education that found. For character education value of religious (2), honesty (2), discipline (1), creative (3), curiosity (2), friendly/communicative (3), reading pleasure (1), and social care (4).

B. Suggestion

Based on the research, the conclusions that have been presented, it is known that there are eight character education values from 4 videos about English Learning Material in Rumah Belajar Kemendikbud Youtube Channel based on Ministry of Education and Culture. Based on the findings of this study, the following suggestions can be put forward.

1. It was suggested for students to apply good moral values, as presented in ever videos about English Learning Material, They do not learn English only, but also apply such moral values.
2. It was suggested that teachers be more instilling the values of character education in students so that they become the next generation of the nation who have good morals and good manners.
3. It was suggested that other researchers used this research as inspiration and motivation to analyze other videos of English Learning Material.

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1. Video (1) Narrative Text (<https://youtu.be/GbdVjmrrbPQ>)
2. Video 2 Asking & Giving Opinion (<https://youtu.be/x1XhIXkNHZ8>)
3. Video 3 Expressing Ability & Willingness (<https://youtu.be/tlr20jHdL6A>)
4. Video 4. Event Advertisement (https://youtu.be/au6dHjiB_kI)

APPENDIX

APPENDIX 1 The Script of the 4 video English Learning Material in Rumah Belajar Kemendikbud Youtube Channel

1. Script text of video (1) Narrative Text

(<https://youtu.be/GbdVjmrrbPQ>)



(Music) hello, welcome to the study room. How are you? On this occasion we will discuss Narrative Text. Of course, we often hear folk stories, legends, fairy tales, and legends in everyday life. Mainly as a bedtime story, mere entertainment, which is told from generation to generation. Many folklore legends, such as the story of the thief kundang, the story of the boat response, the story of Lake Toba, etc. The folk legend is retold with the aim of entertaining the listeners. Well, a Narrative text has parts of the text, namely Orientation (Background) which introduces the characters in the story, such as the time setting or place setting. Second, Writing Action which contains the beginning of a conflict in the story. The third is the climax action. When the main conflict becomes the culmination of a conflict in a story. Fourth, falling action which is when story characters resolve conflicts in a story. Fifth Resolution, which contains the end of a story. A Narrative text uses a simple past tense. Used to

express events that have passed and cannot be repeated. The characteristics of simple past tense sentences are using v2 when it becomes a verbal sentence or a sentence containing a verb, with the concept (S+Verb 2+ object) and using the auxiliary word was/were when a nominal sentence or a sentence that does not contain a verb with concept (S+Was/were+adjective verb). So here, let's give an example of a sentence that uses the simple past tense, for example, "Long time ago, there was a poor young man. He lives with his old mother. He worked as a fisherman." We can see in the sentence fragments that there is a difference between verbal and nominal sentences. Like for example "there was a poor young man" the word poor young man is an adjective. Thus, the word must use the auxiliary word "was/were" and the subject in the sentence is "He", so the auxiliary word used is "was". It must be remembered that the auxiliary word "was" is used when the subject is I, She, He, It. While the auxiliary words were have the object You, They, We. So the definition of narrative text is an imaginative text resulting from the imagination or imagination of a writer or the result of a story of a belief whose purpose is to entertain and provide life lessons for readers. which has characters, conflicts, and conflict resolution with a happy ending or a sad ending. A narrative text also uses verbs in the past tense. Thus the lesson about narrative text. I hope that with this lesson you will understand more about narrative text and be able to define and identify a narrative text. See you next time and bye-bye. (music).

2. Script text of video (2) Asking & Giving Opinion

(<https://youtu.be/x1XhIXkNHZ8>)



(Music) kringgg..... kring..... Hello, friends of the learning house, Assalamualaikum warahmatullahi wabarakatuh, welcome to happy English with me Asih Prihatin. Okay are you ready to learn English, let's start now! “

- (music) Teacher : Hi, Fandi, Welcome to the new class.
- Fandi "Thank you mom"
- Teacher : Fandi, what do you think about your new class?
- Fandi : ummmmm.....” .

okay, from the video earlier Mrs. Anna asked Fandi's opinion but Fandi could not answer her. Well, now we will learn about asking and giving opinions in English. (music). Okay, there are some examples of expressions to ask for opinions and also ways to respond to these expressions in English. Let's take a look at the first example in this video.

- Blaja : Hello Rara, how are you today?

- Rara : I'm fine, thank you
- Blaja : Rara, what do you think about this food?
- Rara : I think it's not good for our health, because it's junk food
- Blaja : Oh I see It now, Thank you Rara
- Rara : Its okay Blaja.

Okay, based on the video above, Blaja asked Rara for her opinion with the sentence "what do you think about this food", then Rara answered with "I think it's not good for our health". Okay so in conclusion to ask for opinion we can say "what do you think..?" then the response is "i think....." okay it's right. Let now to Mrs. Anna and Fandy. After studying earlier, Fnadi was able to answer questions from Mrs. Anna. Let's see the nest video

- Teacher : Fandi, what do you think about your new class?
- Fandi : I think it is clean and tidy and I like it
- Teacher : Good, let's sit down
- Fandi : thank you mam.

Apart from the first expression to ask for opinion and also give opinion in English, there is an example of the second expression, what is the expression like, let's see together.

- **Mr.Smith : Hi, Mrs. Asih**
- **Mrs. Asih : Hello Mr. Smith. I have new smartphone. Look at my new smartphone!**
- **Mr.Smith : Wow!**
- **Mrs. Asih : What's your opinion about my new smartphone?**
- **Mr. Smith : In my opinion it is intereseting smartphone**

- **Mrs. Asih : Thank you**
- **Mr. Smith : You are welcome**

Okay, in dialogue I asked for opinion by what's your opinion about? Then his response in my opinion... it that example about the second expression. It's right.

Okay, now we will learn about the third expressing ask and give opinion. What is the example come on, let's go!

- **Lisa : Hi, Ruma.**
- **Ruma: Yeah!**
- **Lisa : I am hungry now! What do you think if we go to the restaurant now ?**
- **Ruma : I don't think so**
- **Lisa : Why?**
- **Ruma : Because it Raining**
- **Lisa : Oh yeah**
- **Ruma : We can cook same meals in the kitchen. What do you think if we cook soup**
- **Lisa : Okay, that good idea**

Okay, from the example above, it can be concluded that asking for opinions can also be what, do you think if...? then the response I don't think so. If we disagree with the interlocutor. Then if we agree with the other person we can say it's okay/that's a good idea. Okay, study house friends, the conclusion of our lesson this time is for expressing for asking opinion: what do you think about... what is your opinion.... what do you think if.....? and response about expressing I think.... in

my opinion.... i think so..... i don't thik so. Okay now let's practice with your friends about askinga nd giving opinion. Okay see you .. wassalamualaikum warah matullahi wabarakatuh

3. Script text of video (3) Expressing Ability&Willingnes

(<https://youtu.be/tlr20jHdL6A>)



[Music] hello students welcome to English time with me Rita in this lesson we will talk about the expression of my ability and willingness okay let's start from expressing ability to express ability or to say that we are able to do something we can use the word for example I can speak English they can paint she can play the guitar the other form of can is cannot or can't can't express inability or that we are not able to do something she can play the piano he can't fly the chicken can't swim less takes to express willingness want to say that we want to we use the word would for example they would give her flowers he would help her she would go to the sea the negative form of will is will not or would not what indicates

unwillingness or that we don't want to sample he won't go it won't eat the greens
 [Music] the bear won't get up look that can and will our model birds they have
 special rules first they are followed by the infinitive without you I can speak
 English is correct I can to speak English is wrong they can paint is correct they
 can to paint is wrong second they have only one form they do not change in the
 third person singular he/she she can play the guitar is correct she can play the
 guitar is wrong he will help her is correct he will help her is wrong now let's
 review the important things in this list to express ability and the negative form is
 cannot broken best press willingness we use will the negative form is will they are
 followed by the infinitive fill out soon and do not chase in the third person singer
 well that's the end of our lesson today I hope can be beneficial for you [Music].

4. Script text of video (4) Event Advertisement

(https://youtu.be/au6dHjiB_kI)



Keju Prochiz
 Iklan · shopee.co.id/PR... [Shop now](#)



Events Advertisement - Bahasa Inggris
 11 rb x ditonton 3 thn lalu Materi Pelajaran ...selengkapnya

 **Rumah Belajar Kemdikbud** 92,5 rb 




[Music] let me see you again in our acquisition with me mr. imam muda here everybody now I'm standing in the middle of Times Square in New York City here look there are many kinds of motion-picture show years on the screen this belong to advertisement in our daily life there are many kinds of advertisement one of them is a keep an advertisement samehada what is undeveloped iseman stay tuned here yamaraja [Music] you in our life there are many kinds of advertisement such as product advertisement service advertisement job vacancies advertisement and if an advertisement mainly all our attachment is to sell the product or to promote something. While at a given advertisement is a test that has two objective to announce and append the order to make the people attract attends or join the activities of the defense even advertisement mainly talks about competition Paris bizarre hasty power concern Samina or box of activities structures of even advertisement our name of the defense even organizers of sponsor explanation of the defend integrate the speaker the guests etc even location the date and time of the offense put numbers or contact information for public question the latest element of even advertisement aah-ha-ha suicide it attracts public to do well the event being advertised your choice or decision must be clear to improve the defend it must be prepared for life and have good suggestion colorful appearance committed the protest Minh you should be colorful why because colors make the advertisement more effective as it grabs the attention of the reader and has better respond sahaba umapada today we have

learned about event and for advertisement, I hope you all understand the explanation of effect for Cashman I think it's enough for our lesson today to next session is Nouman Raja with mean stuff among the onion pie [Music]

Appendix 2**Character Education Found in Rumah Belajar Kemendikbud Youtube****Channel**

No.	Video Topic	Figure/Utterances	Character Education
1	Narrative Text	 <p>4.2.1</p>	Religious
		4.2.2 / How are you?	Social care
		4.2.3 / “ long time ago, there was a poor young man. He live with his old mother. He worked as a fisherman	Reading Pleasure
2	Asking & Giving Opinio	<p>4.3.1/</p> 	Religious
		<p>4.3.2/ Today's Learning Objective</p> <ol style="list-style-type: none"> 1. identify the expression of asking for opinion in English 2. identify the expression of giving an opinion in English <p>Please listen carefull !!</p>	Curiosity
		<p>4.3.3/ Blaja : Hello Rara, how are you today?</p> <p>Rara : I am fine, thank you</p> <p>Blaja : Rara, waht do you think about this food?</p>	Honesty

	<p>Rara : I think it's not good for our health, because it's junk food Blaja : Oh i see It now, Thank you Rara Rara : Its's okay Blaja</p> <p>4.3.4/ Teacher : Fandi, what do you think about your new class? Fandi : I think it is clean and tidy and i like it</p>	
	<p>4.3.3/ Teacher : Good, let's sit down Fandi : thank you mam</p>	Discipline
	<p>4.3.1/ Haloo sahabat rumah belajar, Assalamualaikum warahmatullahi wabarakatuh, welcome to happy English with me Asih Prihatin. Oke are you ready to learn English, les't start now!</p> <p>4.3.5/ Mr.Smith : Hi, Mrs. Asih Mrs. Asih : Hello Mr. Smith. I have new smartphone. Look at my new smartphone! Mr.Smith : Wow! Mrs. Asih : What's your opinion about my new smartphone? Mr. Smith : In my opinion it is intereseting smartphone Mrs. Asih : Thank you Mr. Smith : You are welcome</p>	Friendly/ communicative
	<p>4.3.6/ Lisa : Hi, Ruma. Ruma: Yeah! Lisa : I am hungry now! What do you think if we go to the restaurant now ? Ruma : I don't think so Lisa : Why? Ruma : Because it Raining Lisa : Oh yeah Ruma : We can cook same meals in the kitchen. What do you think if we cook soup Lisa : Okay, that good idea</p>	Social care

		4.3.7/ 	Creative
3.	Expressing Ability & Willingness	4.4.1/ 	Creative
		4.4.2/ To express ability or to say that we are able to do something, To express ability, we use “can” What about expressing willingness? Let’s take a look To express willingness, we can use “will”	Curiosity
		4.4.3/ Hello student, welcome to English time with me Rita. In this lesson we will talk about the Expressing of my ability and Willingness. Okey let’s start	Friendly/ Communicative
		4.4.4/ “ok, that the end of our lesson today, I hope it can be beneficial for you”	Social care
		4.5.1/ “ Now I’m standing in the middle of Times Square in New York City”	Honesty
4.	Event Advertisement	4.5.2/ “Hello sahabat rumah belajar, let me see you again in our acquisition with me Mr. Imam Muda”	Friendly/ Communicative
		4.5.3/ “today we have learned about event and for advertisement, I hope you all understand the explanation of effect for Advertisement.”	Social care
			Creative
		4.5.4	

CURRICULUM VITAE

Name : Hesti Wulandari
Place/Date of Birth : Medan, 29 Juni 2000
Register Number : 1802050086
Sex : Female
Religion : Islam
Marital Status : Singel
Hobbies : Reading
Father's Name : Alm. Tukiman
Mother's Name : Eka Sulistya Sari, S.Pd.
Address : Jl. Rawe 7 Link. X Martubung.

EDUCATION

- Elementary School at SD Hangtuah Titi Papan finish 2012
- Junior High School at SMP Swasta Galih Agung Negeri finish 2015
- Senior High School at Pesantren Darul Arafah SMA Swasta Galih Agung finish 2018
- Students of Muhammadiyah University of North Sumatra Until Sarjana Degree of English Department 2023

Medan, Juni 2023

Hesti Wulandari