



The implementation of learning writing and development of character values of high school students

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ABSTRACT

This study aims to examine and describe the implementation of the stages of the learning writing process and the development of character values for senior high school students. The descriptive qualitative approach was used in the present study. The process of learning to write and developing student character values was analyzed and described. Data analysis steps include data reduction, data presentation, and drawing conclusions. The results of the research show that learning to write and develop students' character values is carried out in such stages as the context development stage (introduction), model review (core), and inference learning (closing). The characters fostered in learning include religiosity, discipline, curiosity, diligence, honesty, a love for reading, creativity, friendliness or communication skills, democracy, tolerance, independence, and responsibility.

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INTRODUCTION

Writing is one of the language skills that students must possess according to their proficiency and level of education. Writing is also a creative effort to pour ideas into written artefacts (Kurniaman et al., 2018; Sofiya et al., 2018). Besides, it can make students more productive in developing knowledge and thinking (Klein & Boscolo, 2016). In short, writing can be interpreted as expressing ideas using written language to provide information or explanations.

In supporting students in acquiring this skill, teachers should consider three aspects. These include fostering a love for writing in students, developing students' writing skills, and encouraging students' creativity in writing (Abidin, 2012). The first goal of learning to write is to foster a love for writing in students. This goal is essential because the love for writing is the initial capital for students to want to write; moreover, students will get used to writing. The second goal of learning to write is to develop students' writing skills. Students can produce various kinds of writing for interests, goals, and socio-cultural contexts. Based on these objectives, learning to write must be directed to equip students with various writing strategies, types of writing, and means of writing publication (Bin-Hady et al., 2020). The third goal of learning to write is that students can write creatively. This goal requires students to be able to make writing activities, not just a competency that must be mastered while participating in learning. However, students can utilize writing as an activity that brings various psychological, economic, and sociological benefits. In this regard, writing should be necessary for students to express themselves so they are free from psychological burdens. It is also in line with the research of Wright et al. (2021) that writing motivation given by the teacher can foster self-confidence and increase student achievement in writing.

Besides, Astrid et al. (2021) revealed that learning to write also requires feedback from the teacher. It aims to increase persistence, revision, and student writing learning outcomes. In this case, the teacher should formulate the learning objectives to write to achieve. For instance, the teacher could show examples of writing as a guide for students before writing. The instances of correct writing or sentences can refer to enhanced Indonesian spelling. When students understand the criteria for successful writing, they are better equipped to engage in the learning process effectively.

Moreover, to provide feedback that reflects learning objectives' performance, teachers must offer strategies and tips for writing more effectively. Wardhana (2022) explains that students understand the issues raised as writing topics. For instance, in argumentative texts, students can also analyze and evaluate various evidence and facts of arguments written.

Learning to write should also help develop student character. The research of Carter and Townsend (2022) revealed that learning to write nurtures qualities such as independence, discipline, hard work, creativity, curiosity, a love for reading, and responsibility. In line with this, Indonesia's Ministry of Education has emphasized character education through 18 key values, including religiousness, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, patriotism, respect for achievement, communication skills, peace, environmental care, social care, and responsibility.

Character education aims to develop a person's (student) ability to make good and bad decisions, maintain what is good, and realize that goodness in everyday life wholeheartedly (Komalasari & Saripudin, 2017). Teachers play an essential role in developing character values through the learning process (Abdi, 2018; Rahmadi et al., 2020; Govender & Ajani, 2021; Khathi et al., 2022) teachers play an essential role in developing character values in the learning process. Teaching character values that are implemented well in learning can be a solution to improve the character and behavior of students (Meindl et al., 2018; Dewia & Alam, 2020). Furthermore, character values must be taught using models and learning approaches such as simulations, discussions, and other models and approaches that lead to the formation of characters (Chowdhury, 2018). Moreover, learning to write must be carried out to develop character by providing a series of activities (stages of a complete system) that require students to demonstrate their character during the learning process. Through various challenging activities, it is hoped that students will be able to actively work hard so that unconsciously, students have tried to build positive character while learning to write.

In response to the previous explanation, a new study is needed to focus on writing and developing student character value. The process of learning to write is vital to investigate because what is carried out by the teacher is certainly believed to be the best strategy or way in his efforts to achieve his learning goals. It will certainly be very beneficial for other parties who have a high concern for solutions to improve the quality of education, especially learning to write. As explained (Julia & Supriyadi, 2018), most teachers instil character values during the learning process as a form of character education. Planting or developing character values can be done through assignments, group discussions, etc.

Superior quality learning processes must be studied and described, including learning writing skills and developing character values. Other parties or the next generation can use the study results and description of the learning process to improve the quality of learning. The researcher examines learning to write and developing character values in superior-quality schools, namely Titian Teras Senior High School.

METHOD

This qualitative research study intends to understand the behavior, attitudes, perceptions, motivations, constructions, social control, and language use of research subjects (Creswell & Creswell, 2018). The research data is in the form of information on the stages of the writing learning process and the development of student character values. The data of this study were collected through interviews, observation, documentation, and recording from the participating students and teachers. Data collection techniques in this study included (1) structured interviews with students and teachers, (2) observation, (3) documentation in the form of student writing and writing learning

tools designed by the teacher, and (4) audiovisual recordings of activities during the writing learning process as well as the development of character values.

As the researchers acted as the key instrument in this study, they conducted several efforts, such as examining documents, observing behaviour, and interviewing participants (Creswell & Creswell, 2018). Data analysis procedures were carried out by (1) organizing the data according to the type of information source and preparing the data for analysis, (2) reading all the data that has been collected or checking up all the data sources, (3) coding the data, (4) generating a description and themes, and (5) presenting the data that has been analyzed into description and themes. Data triangulation and member checking were utilized to ensure this study's validity. Besides, the triangulation used by researchers involves theoretical triangulation and time triangulation.

FINDINGS AND DISCUSSION

Findings

Based on the results of the study of writing lesson plan documents and developing the character values of high school students in learning to write procedural texts, explanatory texts, and short story texts, the steps or learning process consists of three stages, namely (1) the context building stage (2) the model study stage, and (3) the learning conclusion stage. In response to the results of the researcher's observations of the three phases of implementations of learning to write and the development of the student's character values, the learning process also consists of three stages, namely (1) the context development stage, (2) the model study stage, and (3) the learning conclusion stage. The result of the interview with teachers shows the discussion about the stage of writing and development value, as well as students' character value. It also shows that learning to write procedural texts, explanatory texts, and short story texts, each of which consists of three stages, namely (1) the context development stage, (2) the model study stage, and (3) the learning conclusion stage. It was conveyed by the high school teacher as follows:

Learning to write and developing character values when discussing procedural texts, explanatory texts, and short story texts consists of three stages: building contexts, examining writing models, and learning conclusions (Wr-Gr/PM-Psd; Wr-Gr/PM-Ekp; Wr-Gr/PM-Crp).

Furthermore, based on the results of the interviews, study of documents (lesson plan), and observation toward the learning to write and developing process, the researchers concluded that the process of learning to write and developing character values for high school students includes the stages of (1) development of context (introduction), (2) study of the model (the core of learning), and (3) conclusion of learning (closing).

Context development stage

Based on the result of the observation toward the implementation of learning to write and character values development, four activities are implemented in the stages of context development. It consists of orientation, apperception, giving motivation, and giving references. During the interview, the teachers also discussed learning to write and characteristic value development stages. They explained that in the development context, four activities are implemented: orientation, apperception, giving motivation, and providing references. One participating teacher conveyed this:

Learning to write and developing character values when discussing procedural texts, explanatory texts, and short story texts, at the context development stage, the activities share the same four main points, namely orientation, apperception, providing motivation, and providing references (Wr-Gr/PM:1-3/TPK).

Based on the results of the study of the lesson plan document, the researcher's observations of the implementation of the lesson, and the researcher's interviews with the class teacher regarding learning to write and developing the character values of high school students, it can be concluded that at the context development stage, the activities consist of four things, namely orientation, apperception, giving motivation, and giving references.

Orientation stage

At the orientation stage, the character values developed are seen and implemented in the details of the learning activities. The details of these activities include (1) the opening of the lesson by saying "opening greetings and praying" to start learning, (2) attendance checking, and (3) physical and psychological preparation of students to start learning activities. Based on the details of activities 1-3, the development of character values, namely "religiosity" and "discipline" values, can be observed and implemented. It follows the foundation the teacher believed and in accordance with the reference he used in executing the details of his activities. The teacher's ideas in this stage are presented in the excerpt below.

Students involved in learning activities 1-3 will be able to have 'obedient attitudes and behavior in carrying out the teachings of the religion they adhere to, be tolerant of the implementation of other religious worship, and live in harmony with followers of other religions'. Therefore, the steps or learning process 1-3 can be said to be the 'development of religious values' of students. Besides having religious character values, students will also have disciplinary character values. The value of discipline is closely related to 'actions that show orderly behavior and comply with various rules and regulations' (Wr-Gr/PM:1-3/TPK-Ort).

Students express the following ideas as a result of participation or involvement in learning activities number 1-3.

When learning to write procedural texts, explanatory texts, and short story texts; at the beginning of learning (activities 1-3), we (students 1 and 2) always hear 'greetings' from the teacher, we pray at the beginning of the lesson (according to the teacher's suggestion), and the teacher continuously checks attendance. Therefore, during the learning, we get understanding and examples in the context of developing "religious" and "disciplined" values" (Wr-Sw/PM:1-3/TPK-Ort).

Based on the results of the study of the lesson plan document, the researcher's observations of the implementation of the lesson, and the researcher's interviews with teachers and students regarding learning to write and developing character values for high school students, it can be concluded that at the orientation stage, the details of the activities include the opening of learning, with opening greetings and prayers to start learning; attendance checking attendance; and physical and psychological preparation of students to start learning activities. The character values he develops are religiosity and discipline.

Apperception stage

At the apperception stage, the developed character values are seen in the details of the learning activities. The details of the activity are the teachers' (1) relating the learning material or theme to be discussed with the student's experience or previous learning material, (2) recalling the learning prerequisite material to students, and (3) asking questions related to the lesson to be carried out. From the details of activities number 1-3, he developed a character value, namely curiosity. It is in line with the foundation believed by the teacher and following the references he used in implementing his activities. The teacher stated that the 'character value of curiosity' is closely related to attitudes and actions to discover more deeply and broadly from something learned, seen, and heard. In response to this, students who are involved in the implementation of learning suggest the following.

When learning to write procedural texts, explanatory texts, and short story texts, At the beginning of learning, there is always a 'fishing' or 'exploratory' remark or question from the teacher, associating the learning material that has been studied with what will be discussed. Because of that, we (students 1 and 2) were intrigued by our curiosity about these things (Wr-Sw/PM:1-3/TPK-Apr).

Based on the results of the study of the lesson plan document, the observations of the implementation of the lesson, and interviews with class teachers and students regarding learning to write and developing the character values of high school students, it can be concluded that at the apperception stage, the details of the activities are as follows. The teacher associates the learning material or theme that will be discussed with student experience or previous learning material; the teacher recalls the learning prerequisite material to students and asks questions about the lesson's implementation. The character value that he developed is 'curiosity.'

Giving motivation stage

At the motivational stage, the character values developed are seen in the details of the learning activities. The details of these activities are as follows: (1) providing an overview of the benefits of learning that will be carried out concerning everyday life; (2) giving hope that if learning is carried out properly and thoughtfully, learning objectives will be achieved as expected; (3) conveying the learning objectives at the ongoing meeting; and (4) asking several questions related to expectations. The details of activities 1-4 show the character values he developed, namely 'curiosity' and 'hard work'. This follows the teacher's foundation for implementing the details of his activities. The teacher stated the following:

At the motivational stage (activities 1-4), the character values of 'curiosity' and 'hard work' are developed. Curiosity is closely related to 'attitudes and actions that always try to find out more deeply and broadly from something that is learned, seen, and heard'. Meanwhile, 'hard work' is closely related to behavior that shows genuine effort in overcoming various learning and assignment obstacles and completing assignments as well as possible (Wr-Gr/PM:1-3/TPK-Mtv).

In response to that matter, the students argue as follows:

When learning to write procedural texts, explanatory texts, and short story texts, the teacher always relates to the hopes or benefits that we can get from the learning that will be carried out. Because of that, we (students) were intrigued by these things and moved to study seriously (Wr/Pnl-Sw/Mtv).

Based on the results of the study of the lesson plan document, the observations of the implementation of the lesson, and interviews with teachers and students about learning to write and developing the character values of high school students, it can be concluded that at the stage of "providing motivation" the details of the activities are as follows. (1) provide an overview of the benefits of learning that will be carried out concerning everyday life; (2) give hope that if learning is carried out properly and thoughtfully, learning objectives will be achieved as expected; (3) Delivering learning objectives at ongoing meetings; and (4) asking several questions related to expectations. The character values he developed are the character values of 'curiosity' and 'hard work' or 'diligence'.

Reference giving stage

At the reference-giving stage, the character values developed are seen and implemented in the details of the learning activities. The details of the activity include (1) informing the material or learning themes to be discussed, (2) informing the 'learning objectives', (3) providing opportunities for students to form study groups, and (4) explaining the mechanism of implementing writing learning, according to the following steps: (a) seeing, (b) observing, (c)

reading (done before learning activities), (d) listening/listening, and (e) writing (writing resumes of things that have been read, observed, and be heard). From the details of activities 1-4, the development of character values, namely 'curiosity, discipline, and love to read' can be seen and implemented. This is in accordance with the foundation believed by the teacher and following the reference he used to implement the details of his activities. The teacher stated the following.

Students who are involved in the learning activities in activities 1-4 will be able to have attitudes and actions that always try to find out more deeply and broadly from what they learn, see, and hear; actions that show orderly behavior and comply with various rules and regulations; the habit of providing time to read various readings that give virtue to him; and explain the mechanism of implementation of learning to write. Therefore, these steps can be said to be a process of developing values of curiosity, discipline, and love to read (Wr-Gr/PM:1-3/TPK-Ac).

Concerning this, students who are involved in the implementation of learning argued:

When learning to write procedural texts, explanatory texts, and short story texts, the teacher always informs the learning material to be discussed, 'learning objectives', provides opportunities to form study groups, and explains the mechanism for implementing learning to write (Wr-Sw/PM:1-3/TPK-Ac).

Based on the results of the study of the lesson plan document, the researcher's observations of the implementation of the lesson, and the researcher's interviews with class teachers and students regarding learning to write and developing character values for high school students, it can be concluded that at the stage of 'providing references' the details of the activities are as follows: (1) informing the material or learning themes to be discussed; (2) informing the 'learning objectives'; (3) provide opportunities for students to form study groups; and (4) explaining the mechanism for implementing learning to write, according to the following steps: a) seeing, b) observing, c) reading (done before learning activities), d) listening/listening, and e) writing (writing a resume of things read, observed, and listened to). The character values that he developed are 'curiosity, discipline, and love to read'. The description of the context development stages can be clarified in Table 1.

Model study stage

Based on the results of a study of writing lesson plan documents and developing the character values of high school students in learning to write procedural texts, explanatory texts, and short story texts, the model study stage consists of four activities, namely (1) gathering information, (2) compiling and submitting questions, (3) reviewing written models, and (4) group discussions. Students collect relevant information to answer identified questions at the information-gathering stage. The details of the activities include the stage in which students observe objects or events in the material being studied in the form of pictures or presentation slides that are presented and then try to interpret them. Students read textbooks and other sources (to increase knowledge and understanding of the material being studied). The character values developed are honesty and creativity.

Concerning the results of the researcher's observations, the same four activities appear. Besides, the results of the researcher's interview with the teacher about the stages of learning to write and developing these character values also show that the model study stage consists of four activities, namely (1) gathering information, (2) compiling and submitting questions, (3) studying the target model, and (4) group discussions and writing assignments as conveyed by the high school teacher as follows.

Learning to write and developing character values when discussing procedural texts, explanatory texts, and short story texts, at the model study stage, the activities have the same four main points, namely (1) gathering information, (2) compiling and

submitting questions, (3) study of target models, and (4) group discussions and writing assignments (Wr-Gr/PM:1-3/TPM).

Table 1. Context development stage

Stage	Details of Context Development Activities and Development	
Context	Student Character Values	
Building	Details of Learning Activities	Character Value
Orientation	(1) Opening of learning, with opening greetings and praying to start learning. (2) Attendance checking (3) Physical and psychological preparation of students to start learning activities.	Religiosity Discipline
Apperception	(1) Associating learning material or themes that will be discussed with student experiences and previous material or themes. (2) Recalling the prerequisite learning material. (3) Asking questions that are related to the lesson to be carried out.	Curiosity
Giving Motivation	(1) Providing an overview of the benefits of learning that will be carried out about everyday life. (2) Giving hope, if learning is carried out properly and seriously (3) Learning objectives will be achieved as expected. (4) Delivering learning objectives at the ongoing meeting. (5) Asking some questions that have to do with expectations.	Curiosity Hard work
Giving Reference	(1) Informing the learning material or theme that will be discussed. (2) Stating "learning objectives". (3) Providing opportunities for students to form study groups. (4) Explaining the mechanism for implementing writing learning according to the following steps: (1) seeing (without or with tools), (2) observing, (3) reading (done before learning activities), (4) listening/listening, and (5) writing (writing resumes of things that have been read, observed, and listened to).	Curiosity Discipline A love for reading

Information collection

At the information-gathering stage, the developed character values are seen and implemented in the details of the learning activities. The details of the activity are as follows. (1) students observe objects or events in the material being studied in the form of pictures or presentation slides, then try to interpret them, and (2) students read textbooks and other sources (to improve knowledge and understanding of the material being studied). From the details of these activities, the development of character values, namely 'honesty and creativity' can be seen and implemented. This is in line with the foundation believed by the teacher and in accordance with the reference he uses to implement the details of his activities. The teacher stated the following.

Students who are involved in the learning activities in activities 1-2 will be able to have 'behaviours carried out to make themselves people who can always be trusted in words, actions, and work'. In addition, students will have a 'creative' character value, namely 'thinking and doing something to produce new ways or results from something they already have'. Therefore, the learning process is said to be 'the development of honest and creative values' (Wr-Gr/PM:1-3/TPM-Inf).

Students expressed the following ideas about the impact of participating in learning activities number 1-2.

When involved in learning to write procedural texts, explanatory texts, and short story texts, in "information gathering" (activity 1-2), we (students 1 and 2) get experience interpreting something after observing objects or events. I must be 'honest' when I interpret something based on something I observe. At that time, we also read textbooks or other sources, which I then trained to produce 'new' things (creative thinking) (Wr-Sw/PM:1-3/TPM-Inf).

Based on the results of the study of the lesson plan document, the observations of the implementation of the lesson, and the interviews with teachers and students regarding learning to write and developing the character values of high school students, it can be concluded that at the 'information gathering' stage, the character values developed is the character value of 'honesty and creativity'.

Compilation and submission of questions

In the 'composing and asking questions stage', the character values developed are implemented in the details of the learning activities. The details of the activity are as follows. (1) students compile a list of questions regarding matters relating to the material being studied that they do not yet understand, and (2) students ask (according to the questions that have been prepared) the teacher regarding matters related to the material being discussed. From the details of activities 1-2, the development of character values, namely 'honesty and creativity', can be seen and implemented. This agrees with the foundation believed by the teacher and in accordance with the reference he uses to implement the details of his activities. The teacher stated the following.

Students who are involved in learning activities in activities 1-2 will be able to have 'creative character values'. The creative value is closely related to 'thinking and doing something to produce a new way or result from something you already have' (Wr-Gr/PM:1-3/TPM-Pty).

The impact of being involved in activities number 1-2 is apparent in the expressed idea as follows.

When learning to write procedural texts, explanatory texts, and short story texts, during the 'composing and asking questions' (activity 1-2), I (students) get experiences that can be used to produce something new (creative) (Wr-Sw/PM:1-3/TPM-Pty).

Based on the results of the study of the lesson plan document, the observations of the implementation of the lesson, and the interviews with teachers and students regarding learning to write and developing the character values of high school students, it can be concluded that at the 'composing and asking questions' stage, the character values the development of 'creative thinking'.

Target model review

At the 'target model study stage', the character values developed are implemented in the details of the learning activities, namely as follows: (1) students and teachers jointly discuss the examples in the textbook (Model Text, for example procedure text, explanatory text, or short story text); (2) students record all information about the material that has been obtained into their respective "Notebooks"; and (3) students 're-communicate' orally or present the material according to their understanding. From activities 1-2, character values developed are 'honesty' and 'friendliness or communication skills'. This is in line with the foundation the teacher believed in and the reference he used in implementing his activities. The teacher stated the following.

Students who are involved in learning activities 1-2 will be able to have 'honesty and friendly or communicative character values'. These character values are closely related to 'behaviors carried out to make oneself a person who can always be trusted in words, actions, and work'. This is also closely related to 'actions that pay attention to the pleasure of talking, socializing and working with others' (Wr-Gr/PM:1-3/TPM-Mds).

Students expressed the following things as a result of involvement or participation in activities number 1-3.

When learning to write procedural texts, explanatory texts, and short story texts, in "studying the target model" (activity 1-3), I (students) get direct experience studying the actual model (in the Textbook), namely "really procedural, explanatory, and short story texts". In addition, I 're-communicate' (present), orally discussing the material (Wr-Sw/PM:13/TPM-Mds).

Based on the results of the review of the lesson plan document, observations of the implementation of the lesson, and interviews with teachers and students regarding learning to write and developing character values for high school students, it can be concluded that at the 'target model study' stage, character values developed are 'honesty and communication skills'.

Group discussion and writing assignments stage

In the 'discussion and writing assignment' stage, character values are developed and implemented in the details of the learning activities, namely: (1) students in their groups exchange information about the subject matter; (2) students in groups discuss information at the next opportunity, using the scientific method found in student books or on student worksheets; (3) students discuss the material data that has been collected/summarized in the previous activity; (4) students process information from the content material that has been collected, from the results of previous activities/meetings, as well as the results of observing activities and ongoing information gathering activities with the help of questions on worksheets; and (5) students work on questions or writing assignments (independently) according to the subject of learning. From activities 1-5 details, character values are developed, namely 'democratic values, tolerance, friendship/communication, independence, and responsibility'. This is in accordance with the foundation believed by the teacher and following the reference he used to implement the details of his activities. The teacher stated the following.

Students who take part in learning activities 1-5 will be able to have 'democratic, tolerant, friendly or communicative, independent, and responsible character values'. These values are closely related to 'democratic', namely related to ways of thinking, behaving, and acting that value the rights and obligations of oneself and others alike; 'tolerance', which relates to attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of other people who are different from themselves; 'communicative', namely relating to actions that pay attention to the pleasure of talking, socializing, and working with other people; 'independent', which relates to attitudes and behaviors that are not easily dependent on others in completing tasks; and 'responsibility', which relates to the attitude and behavior of a person carrying out their duties and obligations (Wr-Gr/PM:1-3/TPM-Dktm).

Students expressed the following things as a result of involvement or participation in activities number 1-5.

When learning to write procedural texts, explanatory texts, and short story texts on 'group discussions and writing assignments' (activities 1-5), I (students) get experience of democracy, tolerance, friendship or communication, independence, and responsibility'. When discussing, both have the right to express opinions, respect each other, and want to talk (communication) with others. When there is a writing assignment, they are trained to complete the task independently and are responsible for what is written (Wr-Sw/PM:1-3/TPM-Dktm).

Based on the results of the review of the lesson plan document, the researcher's observations of the implementation of the lesson, and the researcher's interviews with teachers and students regarding learning to write and developing the character values of high school students, it can be concluded that at the 'group discussion and writing task' stage, the character

values that are developed are 'democracy, tolerance, friendship (communication), independence, and responsibility'. The description of the model study phase can be clarified in Table 2.

Table 2. Model study stage

Model Study Stage	Details of Activities in the Model Study and Development of Student Character Values Stage	
	Details of Learning Activities	Character Value
Information Collection	a. Students carefully observe objects or events in the studied material through pictures or presentation slides and then try to interpret them.	Honesty Creativity
	b. Students read textbooks and other sources (to increase knowledge and understanding of the material being studied).	
Compilation and Submission of Questions	a. Students compile a list of questions about the material being studied and which they have not understood.	Honesty Creativity
	b. Students ask (according to the questions that have been prepared) to the teacher regarding matters relating to the material being discussed.	
Target Model Review	a. Students and teachers discuss examples in textbooks (Model Texts, for example: procedure texts, explanatory texts, or short story texts).	Honesty Friendliness/ Communication skills
	b. Students record all information about the material discussed in their respective "notebooks".	
	c. Students "re-communicate" orally or present the material according to their understanding.	
Group Discussions and Writing Assignments	a. Students in their groups exchange information about the subject matter.	Democracy
	b. Students in groups discuss information on subsequent occasions, using the scientific method found in student books or on student worksheets.	Tolerance
	c. Students discuss data from the discussion material collected/summarized in the previous activity.	Friendliness/ Communication skill
	d. Students process information from the discussion content material that has been collected, from the results of previous activities/meetings, as well as the results of observing activities and ongoing information-gathering activities with the help of questions on worksheets.	Independence
	e. Students work on questions or writing assignments (independently) according to the subject of learning.	Responsibility

Learning conclusion stage

In accordance with the results of a study of writing lesson plan documents and developing the character values of high school students in learning to write procedural texts, explanatory texts, and short story texts, the learning conclusion stage consists of three activities, namely (1) discussion and verification of observations for conclusions, (2) resume making, and (3) performance evaluation. The character values developed are 'democracy and responsibility'.

Besides, based on the results of the researchers' observations, the learning conclusion stage consists of three activities, namely (1) discussion and verification of observations for conclusions,

(2) making resumes, and (3) performance assessment. The results of the researcher's interview with the teacher about the stages of learning to write and developing these character values also show that at the conclusion stage, learning consists of three activities, namely (1) discussion and verification of observations for conclusions, (2) resume making, and (3) performance appraisal. This, as conveyed by one participating teacher, is as follows.

Learning to write and develop character values when discussing procedural texts, explanatory texts, and short story texts, in stages learning conclusions, the activities together have three main points, namely (1) discussion and verification of observations for conclusions, (2) making resumes, and (3) performance evaluation (Wr-Gr/PM:1-3/TPP).

In accordance with the results of a review of writing lesson plan documents and the development of character values for high school students in learning to write procedural texts, explanatory texts, and short story texts, the learning conclusion stage (closing) consists of three activities, namely: (1) discussion and verification of observations for conclusions; (2) making resumes; and (3) performance appraisal.

Discussion and verification of observation for conclusions stage

In the 'discussion and verification of observations for conclusions' stage, students discuss the results of their observations and verify data or theories in textbooks (sources) to conclude observations; activities in this stage include (1) information processing that is looking for solutions from various sources that have opinions different; (2) conveying the results of discussions about the subject matter in the form of conclusions based on the results of the analysis orally or in writing; (3) concluding about the important points that emerged in the learning activities that had just been carried out, in the form of a 'written report on the results of observations'; (4) answering questions about the discussion contained in the student book; and (5) completing the competency test for the discussion material contained in the student handbook or on worksheets. The character values developed are democracy and responsibility.

Besides, the results of the interview with the teacher about the stages of learning to write and developing these character values also show that the 'discussion and verification of observation for conclusions' consists of five activities. This, as conveyed by the high school teacher, is as follows:

Learning to write and developing character values when discussing procedural texts, explanatory texts, and short story texts at the 'discussion stage and verification of observations for conclusions', the activities have the same five main points, namely (1) information processing that is seeking solutions from various sources that have different opinions; (2) convey the results of discussions about the subject matter in the form of conclusions based on the results of the analysis orally or in writing; (3) concluding about the important points that emerged in the learning activities that had just been carried out, in the form of a 'written report on the results of observations'; (4) answer questions about the discussion contained in the student book; and (5) complete the competency test for the discussion material contained in the student handbook or worksheet (Wr-Gr/PM:1-3/TPP-Spl).

After participating in activities 1-5, students expressed the following things.

When involved in learning to write procedural texts, explanatory texts, and short story texts, in the 'discussion and verification of observations for conclusions' (activity 1-5), we (students) experience 'democracy and responsibility'. At that time, we both had the right to have an opinion (during the discussion), and both verified the data or theory as accountability (Wr-Sw/PM:1-3/TPP-Spl).

Based on the results of the study of the lesson plan document, the observations of the implementation of the lesson, and the interviews with class teachers and students regarding learning to write and developing character values for high school students, it can be concluded that at the stage of 'discussion and verification of observations for conclusions', implemented the development of 'democracy and responsibility' character values.

Resume making stage

At the 'resume making stage', the developed character values are implemented in the learning activities, namely 'each student makes a resume with the teacher's guidance, regarding the important points that appear in the learning activities that have just been carried out'. The character value developed is 'hard work/diligence and independence'. In response to the foundation the teacher believed in and the references he used to implement his activities. This is following the teacher's statement as follows:

Students who are involved in learning activities in these activities will be able to have 'behaviors that show genuine effort in overcoming various learning and task obstacles, and complete assignments as well as possible' and 'attitudes and behaviors that are not easily dependent on others in completing tasks'. Therefore, the learning process involves 'developing the value of hard work' and 'independence' (Wr-Gr/PM:1-3/TPP-Rsm).

In accordance with this, students involved in implementing learning at the 'resume making' stage stated the following.

When it comes to 'making a resume with teacher guidance', we have to work hard and be independent. Hard and independent work to create or produce a resume. For this reason, we are trained to work hard and work alone in completing tasks that must be done alone (Wr-Sw/PM:1-3/TPP-Rsm).

Based on the results of the review of the lesson plan document, the observations of the implementation of the lesson, and the interviews with teachers and students regarding learning to write and developing the character values of high school students, it can be concluded that at the 'resume making' stage, the character values developed is 'hard work and independence'.

Performance assessment stage

At the 'performance assessment stage', the character values developed are implemented in the final learning activities, namely 'the teacher examines and assesses student work. The value developed is the value of 'responsibility'. This is in accordance with the foundation the teacher believed in and the references he uses in implementing his activities. In accordance with this, the teacher stated as follows:

When 'the teacher checks and assesses student work', it is the teacher's responsibility. Implementing these activities can be used as an example to instill behaviour in students to carry out their duties and obligations. Therefore, the activity process is an activity of 'development of the value of responsibility' (Wr-Gr/PM:1-3/TPP-Ukr).

In accordance with this, students who are involved in implementing learning at the stage of 'checking and assessing student work' stated the following.

When 'the teacher checks and assesses the work of students', we (students) get examples of the behavior of teachers who carry out their 'obligations' or are responsible for learning activities, namely assessing the success of learning (Wr-Sw/PM: 1-3/TPP-Rsm).

Based on the results of the review of the lesson plan document, the researcher's observations of the implementation of the lesson, and the researcher's interviews with teachers and students regarding learning to write and developing the character values of high school students, it can be concluded that at the 'performance assessment' stage, the character values developed is 'responsibility'. The description of the Learning Inference Stage can be clarified in Table 3.

Table 3. Learning conclusion stage

Conclusion Stage	Details of Activities in the Concluding Stage of Learning and Developing Student Character Values	
Learning	Details of Learning Activities	Character Value
Discussion and Verification of Observations for Conclusions	Students discuss the results of their observations and verify data or theories in textbooks (sources) to conclude their observations and activities:	Democracy
	<ol style="list-style-type: none"> 1. Processing information seeking solutions from various sources with different opinions. 2. Conveying the results of discussions about the subject matter in the form of conclusions based on the analysis results orally or in writing. 3. Concluding the important points that emerged in the learning activities that had just been carried out in the form of: "a written report on the results of observations" 4. Answering questions about the discussion contained in the student book; and 5. Completing the competency test for the subject matter contained in the student handbook or on worksheets. 	Responsibility
Resume Making	Each student makes a resume with the teacher's guidance on the important points that emerged in the learning activities that have just been carried out.	Diligence
Performance Assessment	The teacher checks and assesses student work.	Independence Responsibility

The results showed that there were twelve character values developed in learning to write as well as the development of these character values, namely: religiosity, discipline, curiosity, hard work/diligence, a love for reading, honesty, creativity, friendliness/communication skills, democracy, tolerance, independence, and responsibility. The description of each character value is clearly listed in Table 4.

Table 4. Description of character values

No.	Description	Value
01	Obedience in carrying out the teachings of the religion they adhere to, tolerant of other religious practices, and living in harmony with adherents of other religions.	Religiosity
02	Actions that show orderly behavior and comply with various rules and regulations.	Discipline
03	Attitudes and actions always seek to know more deeply and broadly from something learned, seen, and heard.	Curiosity
04	Behavior that shows genuine effort in overcoming various learning and assignment obstacles and completing assignments as well as possible.	Diligence
05	The habit of providing time to read various reading texts provides virtue for him.	A love for reading
06	Behavior is carried out to make himself a person who can always be trusted in words, actions, and work.	Honesty
07	Think and do something to produce new ways or results from something you already have.	Creativity
08	Actions that pay attention to the pleasure of talking, socializing, and working with others.	Friendliness/ Communication skills
09	Ways of thinking, behaving, and acting that value the rights and obligations of himself and others.	Democracy
10	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of other people who are different from themselves.	Tolerance
11	Attitudes and behaviors that do not easily depend on others to complete tasks.	Independence
12	Attitudes and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social, and cultural), the state and God Almighty.	Responsibility

Discussion

The results of this study are in the form of a description of the "implementation of learning to write and developing character values for high school students". The teacher participating in this lesson is a high school teacher. The implementation of the learning is based on the (1) determined learning objectives, (2) existing carrying capacity, and (3) teaching experience of the participating teacher. These three things play certain roles in the implementation of learning to write and the development of character values for high school students.

Besides, the implementation of the process of learning to write and developing student character values at high school is based on the study of "three implementations of learning to write", namely writing (1) procedural texts, (2) explanatory texts, and (3) short story texts. The three writing lessons have the same aim: "Students can determine, find, understand, compare content, systematics, and linguistic elements contained in the contents of the text; practising it (writing) with curiosity, responsibility, discipline and creativity (integrity) during the learning process; and honesty, confidence, and perseverance". Even though the three learning objectives are the same, the 'text study' differs for each.

The first lesson, the study of procedural texts, is called learning to write procedural texts. The second lesson, the study of explanatory texts, is called learning to write explanatory texts. The 3rd lesson, writing short story texts, is learning to write short stories. In the study of writing literary texts consisting of short story texts, folklore texts, saga texts, and poetry, character values such as religious values, honesty, tolerance, independence, confidence, and never giving up can be developed. Hart et al. (2020) revealed that literature can be used to impart knowledge and develop student character values. Character values are developed through literature by inviting students to identify, analyze, write, and reflect on character values.

The main support used by the teachers to make writing learning more effective is the Student Book, Teacher Book, and other supports. The teacher's book is *Class XI SMA/MA/SMK/MAK Indonesian Language Teacher's Book* (Revised Edition 2017), published by the Ministry of Education and Culture of the Republic of Indonesia. Other supports include material developed by the teacher, namely the procedure text material, explanatory text material, and short story text material.

The results of this study indicate that the process of learning to write and character development for high school students consists of three stages, namely (1) the context development, (2) the model study, and (3) the learning conclusion stages. Every lesson can present character education (Ciampa & Wolfe, 2021). Likewise, in learning to write Indonesian language subject texts that can apply learning to write and develop character values (Pike et al., 2021). Character education or character values are very important in developing student morals, so they must be manifested in every lesson (Zurqoni, 2018).

In accordance with the learning process in general, the learning stages in this study are also called the preliminary stage, the second stage is called the core learning stage, and the third stage is also called the closing stage of learning. The context development stage is also called the preliminary learning stage, aiming that all activities at that stage are directed to the context of "writing according to the text being studied," which can be procedure, explanatory, or short story text. The model study stage is also called the core learning stage. The purpose of studying models is "the activity of examining written text models", which can be models of procedure, explanatory, or short story texts. The learning conclusion stage is also called learning closure, whose purpose of inferring learning is concluding (closing) the implementation of learning to write (procedure text, explanatory text, or short story text) based on student character.

Apart from being adapted to the context in which it is built, the details of the activities at each stage of learning to write are also directed towards developing character values. The description of character values in this study refers to the identification of character values of the Ministry of National Education (Ministry of National Education, 2010b). This is as stated by Zurqoni et al. (2018) and Satria et al. (2020) that planning, process or implementation, and evaluation of learning affect the success of developing student character values. Indonesian language teachers at high schools design or plan lessons according to the basic competencies and learning objectives of studying and writing texts and developing character values, the process or

implementation according to basic competencies and learning objectives of studying and writing texts, and finally evaluating the achievement of objectives learning and developing character values.

Moreover, the implementation of learning to write and developing character values in learning Indonesian at high schools can be implemented in text studies. Character values can be learned through habituation, integration, and imitation (Hidayat & Rozak, 2022). In studying Indonesian texts, the teacher can start by familiarizing students with reading and understanding procedural, explanatory, or short story texts. In the integration, teachers can integrate writing with character values; in this case, it can be done by examining, analyzing, and studying texts. Furthermore, students can rewrite the text that has been studied. After the process has been passed, students can be directed to create or write independently to develop discipline and creative values. That way, learning to write can simultaneously develop character values.

CONCLUSION

Based on the results and discussion of implementation research on learning to write and developing character values for high school students, it can be concluded that learning to write and developing character values for high school students should be carried out in stages, namely context development stage (introduction); model review stage (core); and the learning conclusion stage (closing). The context development stage consists of four activities: orientation, apperception, providing motivation, and providing references. The model review stage consists of four activities: gathering information, compiling and submitting questions, reviewing writing models, and group discussions. The learning conclusion stage consists of three activities: discussing and verifying observations, making resumes, and evaluating performance. Twelve character values are developed in teaching writing and character development for high school students: religiosity, discipline, curiosity, hard work, honesty, a love for reading, creativity, friendliness/communication skills, democracy, tolerance, independence, and responsibility.

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