

# **CHAPTER I**

## **INTRODUCTION**

This chapter will go into details about the background of the study, the problem statements, the objective of study, the significance of the study, limitation of the study, and the definition of important terms.

### **A. Background of the Study**

Character education has recently become an important issue in the Indonesian education system. The government made the development of character as one of the priority programs of national development to support the realization of the ideals of character development as mandated by Pancasila and 1945 Constitution as well as to address the current problems of nationality such as disorientation, altering of ethical values, the threat of national disintegration, and the weakening of national independence. The spirit is implicitly defined in the National Long-Term Development Plan in 2005-2025, in which character education is placed as a foundation for the goal of national development, i.e. the strong national characters, national competitiveness, highly valued behavior, and morality in accordance with the values inherently contained within Pancasila. It was for those considerations that character education needs to be strengthened, developed, and implemented within the whole system of national education.

In spite of various shortcomings in the practice of education in Indonesia, the reference curriculum development (School Based Curriculum), and implementing learning and assessment in schools, educational purposes in school can actually be met effectively when it is viewed from the national standard of education. The problem is that character education at schools only touches on the level of introduction of new norms or values. It has not been at the level of internalization and action in everyday life yet. Therefore, in an effort to improve the appropriateness and quality of character education, the Ministry of National Education to develop a character education grand design. There are 4 (four) ways offered by the grand design for integrating character education: (1) systematically integrating character education into the subject matters and teaching-learning activities in and out of classroom, (2) integrating character education into various school and campus extra-curricular activities, (3) integrating character education into diverse school programs for guiding and educating students, and (4) integrating character education into school management.

To support the implementation of character education at the level of education unit it is strongly influenced and dependent on the policy of regional leaders who have the authority to synergize all the potential that exists in the area including related agencies around. They support in the form of legal protection for the programs, implementation and activities of the character education. In relation to this, the schools at Sleman Regency of the Province of Yogyakarta Special District implement the character education based on policy of the Education and Culture

Department Office of Sleman. They are expected to conduct learning activities within the framework of character development that teachers can employ a contextual approach to teaching as a concept which helps teachers and students to relate what is taught with real-world situations. They also have to implement the character education in their Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) by integrating the character education in the subjects (Bahasa Indonesia, Mathematics, Science, English, etc.), local load subjects, and self-development (extracurricular, counseling).

Schools that become one of the foundations of the cultivation of values have not been able to do it optimally. Current implementation of character education in schools is expected to experience a variety of changes. Necessary changes do not alter the applicable curriculum, but requires new attitudes and new skills from teachers, principals and school counselors. Attitudes and new skills are the requirement that must be met for the successful implementation of character education. Changes in attitude and mastery of skills required can only be developed through sustainable and systemic education.

As a part of educational dimensions, English language teaching involves not only information and knowledge but also values. The involvement of values in English language teaching has been explored clearly by Johnston (2003: 3). Briefly, Johnston argues that more than transferring the linguistic dimension and methods of teaching, English language teaching is a moral enterprise. As a matter of fact, most teachers say and do without consciously intending to act as moral agents. It further

applies to aspects of the classroom environment and the school as a whole that also are not specifically designed to achieve moral ends. As a matter of fact, teachers frequently include some values on the RPP but they do not execute them in the teaching and learning process. It seems that they only fulfill what is requested by the rule and play safe in the process of the supervision.

Based on the pre-survey at the Education and Culture Department Office of Sleman on 25th July and 5th October 2012 some information were gathered. Some Junior High Schools were recommended to be observed. They were SMPN 1 Tempel, SMPN 2 Sleman, SMPN 1 Godean, and SMP Santo Aloysius Turi. Considering the result of class observation and interview with the headmasters and English teachers it was decided that the research was conducted in SMPN 1 Godean.

SMPN 1 Godean is one of the good schools in Sleman and Yogyakarta Special District Province. It is a school with recognizable moral and intellectual traits. The school is well organised as a whole and in every field of education to encourage these traits. It implements a comprehensive model of character building in schools and supported by all people in the schools and the curriculum. The culture of the school is sufficient to support the character education in this school through the process of achieving the vision of the school by increasing academic achievement, increasing the power of reason and creativity, increasing competence in information and communication technologies, increasing non-academic achievement, increasing the use of English in daily communication, creating religious life in daily lives, creating the sense of love for the nation and the state, creating students' mental and behaviour

of discipline. Every teacher in SMPN 1 Godean has the responsibility to help students understand and be aware of values and facilitate them to adapt the values in their behavior and daily life through teaching and learning process. They also have to make a report on the students' character every semester to be embedded in students' report book.

There is a *kantin kejujuran* in schools to build the character of honesty and anti-corruption education. It is a small action but has a big impact. The students buying in the canteen will take it themselves, pay for themselves, take the change themselves. This really trains honesty.

In every Monday, the students will have the turn to speech in the flag ceremony to build courage and confidence character. The turn is for all students in every grade, from grade 7 up to grade 9. They can deliver the input or suggestion for school, tell their experience and so on.

Every student has their own notebook to take notes of their activity based on their religion. For Muslim student, they have to take a note their daily activity as a Moslem, pray, recite Quran, and fast.

In view of the importance of the implementation of the character education through school subjects, especially English, in the Junior High School and the fact that SMPN 1 Godean has well programmed character education, the researcher considers that it is interesting to observe how the English teachers integrate the character education through their teaching and learning process in the classroom in SMPN 1 Godean.

## **B. Area of the Study**

Teaching, as an activity to facilitate learning by means of guiding the learners to change and improve their knowledge, skills, and attitude, involves a complex activity. According to Graves, the complete cycle of learning process includes planning the course, teaching it, evaluating it, and preplanning it based on the evaluation, and then teaching it again in the replanned version, and so on (Graves, K. 2000: 9). Jacobsen, Eggen, and Kauchak (2009:23) have the same idea about the phase in the teaching process. They stated that there are three basic stages in instruction, i.e. planning, implementing, and assessing. The first step of the planning stage is the establishment of some kind of goal. In this step, a teacher must determine the goal of the lesson he gives to the student. The second step is selecting an instructional strategy, organizing learning activities, and gathering supporting material. Based on the goal of the lesson, a teacher can choose the best and appropriate strategy in teaching and find material which is appropriate to the lesson and can help in achieving the goal of the lesson.

The second stage is implementing. This phase occurs when the teacher actually does a teaching activity with the idea of reaching a preestablished goal. The teacher attempts in the implementation stage to accomplish the teaching goal through the selected strategy. The teaching activity in the implementation stage is the actual performance of the strategy the teacher has selected.

In addition to implementing a teaching strategy to reach a predetermined goal, teacher must organize and manage their classes, so the learning process can proceed

smoothly. Management procedures range from something as simple as a word spoken to students to complex procedures that require the creation of a unique environment.

The third stage in the teaching act is assessing. Here the teacher attempts to gather information that can be used to determine if his teaching has been successful. At this point the teacher is asking, “How will I determine if the students know, understand, or appreciate the goal I have identified?” The answer to the question specifies the way in which students’ understanding will be evaluated and measured.

### **C. Focus of the Study**

The teaching and learning activity involves a complex activity. A limitation of the problem is needed to make a focused discussion. The research only focuses on some steps in each stage in instruction, i.e. the planning stage in instruction in terms of how the teacher organize learning strategies manifested in lesson plan, the implementation stage in instruction in terms of procedure, teacher role, learner role, and settings, and evaluation stage in instruction in terms of how the teacher administer assessments in the English class with the consideration that of stages in instruction are interrelated to support the process of teaching learning. The character values integrated in the lesson are the values presented in the book of Konsep dan Pedoman penguatan Pendidikan Karakter Tingkat Sekolah Dasar dan Sekolah Menengah Pertama. The areas focused in the research will be represents the implementation of character education through English lesson adequately so that it will be explored clearly.

#### **D. Formulation of the Problem**

To lead to the research findings, three points are asked as the formulation of the problem. The formulations of the problem are stated as follows:

1. How do the teachers integrate character education in the lesson plans?
2. How do the teachers integrate character education in the learning process?
3. How do the teachers integrate character education in administering assessments?

#### **E. Objectives of the Study**

Based on the formulations of the problem, the objectives of the research are

1. to describe how the teachers integrate character education in the lesson plans;
2. to describe how the teachers integrate character education in the teaching and learning process;
3. to describe how the teachers integrate character education in administering assessments.

#### **F. Significance of the Study**

The results of this study are expected to be useful, both theoretically and practically. The benefits are as follows.

1. Theoretical Benefits

Theoretically, the results of this study will be able to describe the facts of the field regarding the implementation of character education in English lesson in SMPN 1 Godean.



## 2. Practical Benefits

Practically, this research will be beneficial for teachers and prospective researchers, including the following.

### a. For English Teachers in SMPN 1 Godean

The results of the study can be used as input in the planning, implementation, and assessment of character education in learning Indonesian.

### b. For Other Teachers

The results of this study can be used as a picture or view of the teacher in carrying out the learning process that leads to the integration of character values.

### c. For Prospective Researchers

Research results can be used as a reflection to develop other related research.

## **G. Definition of Important Term**

To make the same understanding of terms, the operational definitions of the term will be given. However, there is only one term needing such a description in the present study, i.e. character education. The character education is defined as teachers' effort to help students understand and be aware of values and facilitate them to adapt the values in their behavior and daily life through teaching and learning process.