

CHAPTER I

INTRODUCTION

The content of this chapter is designed to present background of the study, research questions, purposes of the study, scope of the study, and significance of the study.

1.1 Background of the study

Character building of Indonesia has been stipulated in UUD no. 17 year 2007, The government stated long-term national development in 2005-2025 to emphasize the realization of a strong nation character, competitive, noble character, and moral based on Pancasila which characterized with disposition and human behavior and diverse Indonesian societies, devout and pious to the almighty God.

Character building now has become one of the national education purposes in Indonesia. It has been entered in the National System of Educational Regulation or Sistem Pendidikan Nasional no. 20 year 2003 which states that:

“Tujuan pendidikan nasional adalah mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, dan menjadi warga Negara yang demokratis dan bertanggung jawab”.

From the national education purposes above, it can be seen clearly that the purposes of national education is so that Indonesia nation has seven

character buildings to dwell Indonesia in the future. Those are :1) becomes devote human and be pious to the almighty God, 2) noble behavior, 3) health, 4) knowledgeable, 5) skillful, 6) creative, and 7) be democratic citizen and responsibility to self, archipelago, and nation.

However, a number of improper conducts among young Indonesian generation happened. As reported by Sultan in Kolaka Southeast Sulawesi in 2017 a number of Kolaka Senior High School Students buy UN answers from social media. It also occurs in Cimahi, West Java. Hundreds of high school XII students in Cimahi City are buying UN answer keys. Lestari and Asyanti (2015) in their journal entitled “Apakah Siswa SMP Berperilaku Jujur Dalam Situasi Ulangan?” found that more than 20 percent students of junior high school conduct dishonesty by cheating in examination. Moreover, it seems academic dishonesty is often done by students. Winardi et al. (2017) conducted survey about academic dishonesty among accounting students and prove that 77.5% from 342 students admitted committing academic dishonesty.

However, the government efforts on building the good character are still being carried out. One of them is via educational channel. Character building has been explicitly stated in the national goals of curriculum. The Regulation of Ministry Education and Culture / Permendikbud No. 24 year 2016 states that the objectives of the curriculum include four competencies, namely (1) spiritual attitude competencies, (2) social attitudes, (3) knowledge, and (4) skills. The formulation social attitude

competency as stated in Standar Isi Permendikbud no. 21 year 2016 Living and practicing honest behavior, discipline, responsibility, care, and other good characters. Furthermore, Presidential Regulation (Perpres) Number 87 Year 2017 concerning Strengthening Character Education comes with the consideration that in order to realize a civilized nation through strengthening religious values, honesty, tolerance, discipline, working hard, creative, independent, democratic, curiosity, spirit nationality, patriotism, respect for achievement, communicative, peace-loving, fond of reading, caring for the environment, caring socially, and responsible, the government sees the need to strengthen character education.

It can be seen from the statement that character building is the most serious program that must exist and must be taught in every institution, either by implicit or explicit forms. through character building, it is hoped that the goal of education in Indonesia can be realized so that it can become devotional to human and be pious to the almighty God, 2) noble behavior, 3) health, 4) knowledgeable, 5) skillful, 6) creative, and 7) be democratic citizen and responsibility to self, archipelago, and nation. In addition, character building is very necessary to improve the character of Indonesian students because there are still a number of violations, especially the character of honesty. The government has tried to prepare for character building by issuing a number of policies to regulate, implement competencies and conduct character assessments, all of which

have been embedded in the Indonesian education curriculum.

Honesty is something not concrete, it has been understood as a commitment to find the truth and to live according to it. Honesty as a virtue means refusing any falsification of facts (Mauri, 2011). Asmani (2011) also states that honesty is a behavior that makes oneself as a person who can always be trusted that is manifested in words and actions, both for themselves and for others. In other words, honesty is the character which makes people to act as they are in accordance with the truth, not made up, not lying, not reduced, not added to, and not hiding information. The characteristics of honest behavior according to Emosda (2011) are that their behavior is followed by a pure or sincere heart, say something according to reality, and act according to the evidence and truth that exists.

There were numerous studies about honesty in education. The first is Yuniastuti, et al. In 2015, the research is about Honesty Value and Discipline Value in Civic Education Junior High School. The results showed a pattern of character building through classroom attendance, questions, and exam / test individuals into evidence to provide guidance in learning the character so as to encourage students to always be honest and accept the values and rules being taught.

The second study is Djiwandono (2016), This paper reports a small effort to shape students' honesty through self-scoring techniques. An intact class of 19 students, that takes a content course, was instructed to

self-score their own works in two different tests. Their scores were then compared to the lecturer's scoring. It was found that the students tend to be honest when the test was not weighted substantively, but increasingly over-rated themselves on a high stake test.

The third Suud, Majid, and Sutrisno (2019) explained the Study of Educational Honesty Stages Implementation in an Indonesian School. This study used a qualitative method in a case study approach. The results of this research show that honesty culture can be implemented with a strong school system and with stages clearly.

The fourth research is Winardi, Mustikarini and Anggraeni in 2017 Entitled "Academic Dishonesty among Accounting Students: Some Indonesian Evidence", these results reveal that 77.5% of respondents admitted committing academic dishonesty.

The fifth researchers are Rahayu, Darmahusni, and Dewanti (2018) the title is The Praxis of Honesty Building at SMPN 1 Pekanbaru, this research aimed to investigate the praxis of honesty building in teaching and learning activities. The results showed that teacher and students have embarked the honesty praxis which is theoretically stated in core competencies / Kompetensi Inti 2 in 2013 Curriculum by stimulating the aspects of responsibility, trustworthy, and discipline frequently at the main stage.

The previous researches above mostly focused on the importance of honesty in education field, especially in the practice and implementation.

However, the study about honesty in the preparation stage is somehow limited. Therefore, the researcher of this paper is interested to explore how character building of honesty is being stipulated in the educational program to figure out to what extent is the nation character building being addressed in the academic documents.

1.2 Research questions

Based on background of the study which has been explained above, this research will be focused on character building of ethics in undergraduate documents. From this investigation, the following research questions are;

1. How is character building of honesty stipulated in the English syllabus of vocational school provided by the government?
2. How is character building of honesty addressed in the English lesson plan provided by English teachers of vocational school?
3. How is character building of honesty addressed in the English learning materials provided by English teachers of vocational school?
4. How is character building of honesty addressed in the English assessments provided by English teachers of vocational school?

1.3 Purposes of the study

Based on research questions above, the purposes of the study are to:

1. To analyze character building of honesty in the English syllabus of vocational school that provided by the Government.
2. To analyze character building of honesty in the English lesson plan of

vocational school that provided by English teachers.

3. To analyze character building of honesty in the English learning materials of vocational school that provided by English teachers.
4. To analyze character building of honesty the English assessment of vocational school that provided by English teachers.

1.4 Scope of the study

This research is focused on honesty especially character building of honesty in vocational school English learning documents. The documents which will be analyzed are syllabus, learning materials, and assessment. The investigation of this research concerns only on one school's documents, and how honesty is addressed in the vocational school English learning documents will become the result of this research.

1.5 Significance of the study

The result of this research is expected to give a benefit for contribute the discussion of the implementation of character education especially the value of honesty character for the purpose of national education can be achieved and also to be used as an additional guideline for the teachers to implement character education, especially the honesty character.