

CHAPTER I

INTRODUCTION

1.1. Background of Study

Character building has become a major concern in the Indonesian national educational system (Nova, 2017). Character building is expected to play an important role in addressing the issues of the educational system such as cheating, dropping out of school, free sex, teen pregnancy, bullying, using drugs, and alcohol (Kurniasih, Utari, & Akhmadi, 2018). How the government sees the importance of character building in education system can be seen in the National Education System Law No. 20 year 2003 Article 3 (Silvia, 2012). Based on this policy, education in Indonesia is not only to develop students' academic achievement but also students' character (Zurqoni, Retnawati, Apino, & Anazifa, 2018).

Character building had a positive impact on developing students' characters in school (Zurqoni, Retnawati, Apino, & Anazifa, 2018). This findings provide support to the finding of a study of Agboola and Tsai (2012) that character building in schools cause positive outcomes, decreases the number of drop out of school, and negative behavior. Dodds (2016) found that character building increased students' understanding of the values. Zurqoni, et

al (2018), character building helped to promote students' religiosity, self-confidence, responsibility, collaboration, and respect. They prove that students were more disciplined in practicing daily prayers, students were more confident to share their opinions, students were disciplined in tasks' completion, students collaborated with one another through intracurricular and extracurricular activities, and students showed more respect to their teachers and friends.

Hence, character building should be addressed by education stakeholders in various ways such as via academic documents such as curriculum, syllabus, and lesson plan (Ratnasari, 2018). In primary and secondary education, character building is included in curriculum 2013, which is the newest curriculum by the government (Nova, 2017). The planning component is considered as a key factor in character building. This is in accordance with the statement by Lee (2009); Zurqoni, Retnawati, Arlinwibowo, and Apino (2018) that the success of character building is influenced by planning. Character building planning in classroom is usually designed by teachers based on curriculum. The lesson plan not only contains systematic delivery of the material, but also character building values in the process of knowledge transfer (Zurqoni, Retnawati, Apino, & Anazifa, 2018). The teacher should design lesson plan that includes character building values by adding and modifying the indicator, learning material, teaching activity

and assessment in their lesson plans (Hidayati, Zaim, Rukun, & Darmansyah, 2014). If the teacher did not modify the indicator, learning material, teaching activity, and assessment in their lesson plans, the goal of building students' character would be difficult to achieve (Faiziyah & Fachrurrazy, 2013).

In the previous studies, the EFL teacher revealed character building values in their lesson plans. For example, Ratih (2017) analyzed character building in the English lessons at SMP Negeri 1 Banjar. From the analysis of lesson plan, the researcher found character building values are revealed by the teacher. In pre-teaching, the teacher revealed the value of religious and discipline. In while teaching, the teacher revealed hard work, curious, honest, independent, creative, and responsible. In post-teaching, the teacher revealed the value of appreciates the achievement. The teacher also revealed character building values in indicator, learning material, and assessment in their lesson plans. Another study conducted by Faiziyah and Fachrurrazy (2013) found 12 character building values in 6 lesson plans of the EFL teachers and the most frequent character building values was confident, while the less frequent character building values were friendly or communicative, tolerant, and discipline.

Many researchers addressed character building values that revealed in EFL teacher's lesson plans. However, they have not addressed character building values that are revealed in student teacher's lesson plans. Character

building in teacher education programs is important for another reason and student teachers need to be prepared for this responsibility (Munson, 2000). Teacher education programs should move away from such outdated teaching and learning in order to be appropriate in the 21st century (Lovat, Clement, Dally, & Toomey, 2011). The role of teachers in the 21st century move from who is all-knowing to who is continually learning, reflective, and self-aware. Teachers are now expected to involve their students in critical thinking, thoughtful reflection, increased self-confidence, and responsibility (Mergler & Spooner-Lane, 2012). Teachers no matter what their grade level, disciplines, or years of experience are need information and guidance on how to teach character building. Experts agree that the best way to train teachers in character building is to train them before they ever get into the real classroom (Marshall J. , 2011).

Viewing the necessity of character building, investigating character building values in lesson plan will become useful for student teachers to develop their lesson plans to be more appropriate. This study only focuses on investigating character building values in the lesson plans by student teachers of the English Language Education Study Program of Universitas Negeri Jakarta using the framework of character building values proposed by the Ministry of Education and Culture.

1.2. Research Question

According to background of the study, the research questions are:

1. Are character building values revealed in the student teacher's lesson plans?
2. What character building values are revealed in the student teacher's lesson plans?

1.3. Purpose of the Study

This study aims to investigate are character building values revealed in student teacher's lesson plans. Furthermore, this study also aims to investigate what character building values are revealed in student teacher's lesson plans.

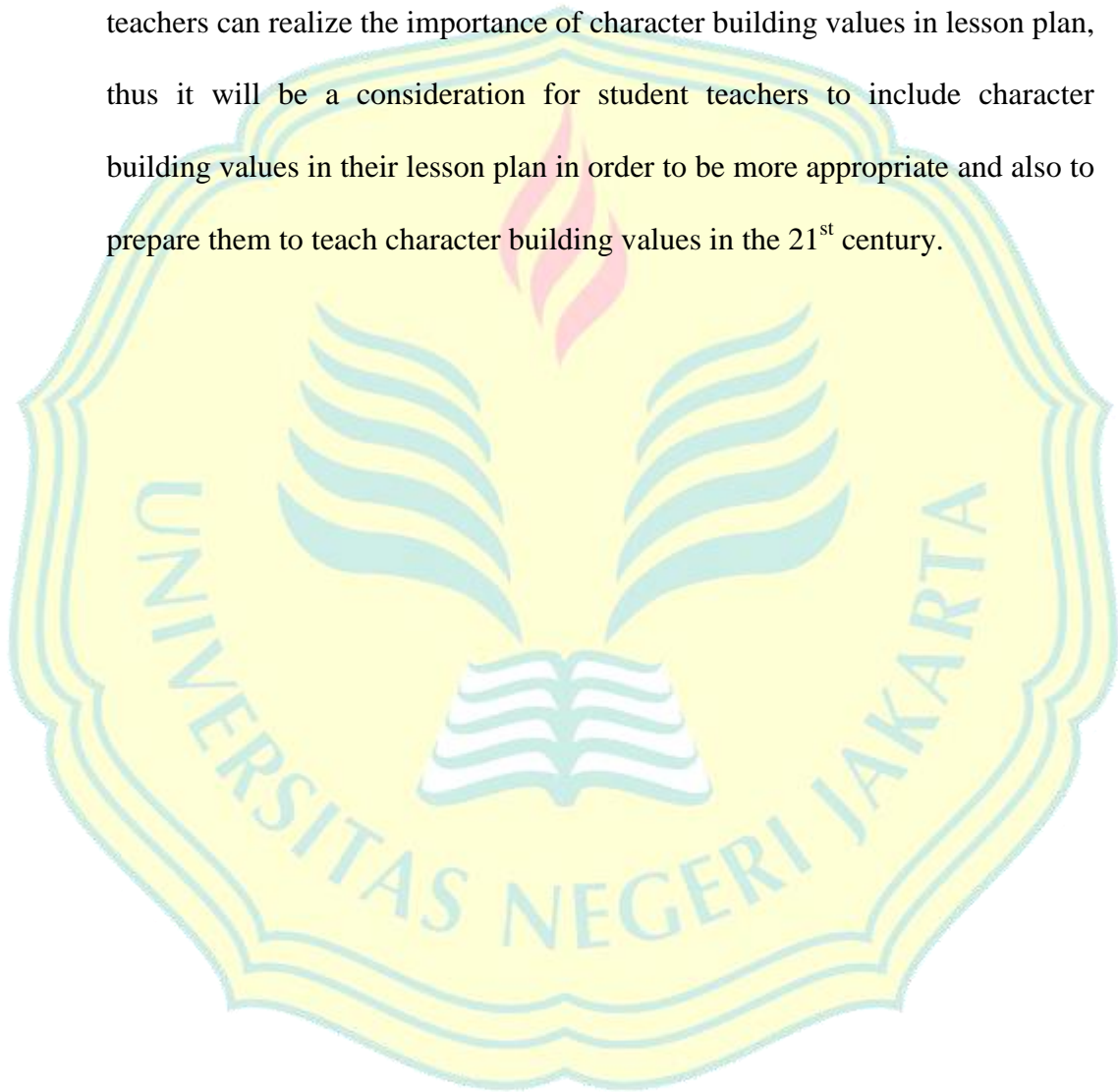
1.4. Scope of the Study

This study focuses on investigating character building values in student teacher's lesson plan components (objective, indicator, teaching activity, and assessment) using the framework of character building values proposed by the Ministry of Education and Culture.

1.5. Significance of the Study

Theoretically, this study is expected to enrich research findings related to character building values in the lesson plan. This study can be useful as a reference for other researchers to conduct further research in character building values. Practically, the result of this study will provide actual

character building values in the student teacher's lesson plans. Student teachers can realize the importance of character building values in lesson plan, thus it will be a consideration for student teachers to include character building values in their lesson plan in order to be more appropriate and also to prepare them to teach character building values in the 21st century.



*Mencerdaskan dan
Memartabatkan Bangsa*