

## **CHAPTER I**

### **INTRODUCTION**

In this introductory chapter, the background underpinning the research is provided along with the overview of the theory. This chapter also discusses the purpose of the research derived from the formulation of the research questions. The scope of the research is also discussed in order to narrow the focus of the research.

#### **1.1 Background**

The destruction of the nation's character has occurred systemically in Indonesia. Indonesian people seem to have no shame to commit fraud and lawlessness. Cases such as bullying and vandalism are often heard and performed by teenager. Like many other countries, there is a strong culture of bullying amongst school children in Indonesia. Global Student-based Health Survey (GSHS) stated that 50 percent of Indonesian students aged 13-15 report being bullied at school. In line with this, social Minister Khofifah Indar Parawansa said that 40 percent of children in Indonesia who die from suicide do so as a result of bullying. Because it leaves the victims feeling depressed, often so depressed that they end up taking their own lives. There are also vandalism cases happened in Indonesia. One of the cases is happened recently in Jakarta, the teenager tried to vandalize the public facilities by doodling. The case also happened in Bogor, the teenager doodled air force base's helicopter. These cases

showed that the teenager had a character issue which is ignorance to their surroundings and their society. The ignorance someone towards society and surrounding means that the teenager lack of altruism character. According to Kementerian pendidikan dan kebudayaan (2010), altruism character is related to how people care for their social and environmental.

Altruism character is inserted in educational curriculum intended to educate students' character. It is said that education is believed to have strong influence and change people because it is a conscious and planned effort to develop the potential of students. Education is the whole process where a person develops the ability, attitudes, and other behaviors in the society where the person lives. Character education was a national movement for creating schools that foster ethically responsible and caring young people (Ministry of Education, 2016). The education of character is not new in our education. This has been contained in accordance with the elaboration of Law no. 20 year 2003, Guidelines for Implementation of Character Education of the Ministry of National Education Research and Development Center of Curriculum and Books Center (2011) mentions there are several values of characters, namely: religious, honest, tolerance, discipline, hard work, creative, independent, democracy, willingness, nationality, appreciate achievement, friendly, love, caring, logical thinking, and responsibility. By integrating character in the teaching and learning process, students are expected not only to have cognitive abilities, but they are able to apply all the values contained in character

education both in school life and in society. The development of character is not specifically contained in a particular subject, but it is inserted into every subject in the school, students' self-development, and school culture so that students develop into a person of character and intellectuality.

The insertion of character is expected to occur in all subjects, such as English, math, history, geography, and others. In developing the teaching of character-driven English, teachers play an important role as they must determine effective strategies for developing learners' character without compromising the academic content quality of the subject (Dwyer and Osher, 2000). The strategies to develop students' character can be done in praxis, through school member interaction, and using school environment to habituate students' character. . The case that tries to investigate in this research is building character of altruism at junior high school and the reinforcement in the school interaction and school environmental. The data source is chosen as it is schools that easily getting access to be observed.

There are plenty of studies concerning character of altruism. Those studies are done by Joyce Ann King (2008), Rabia Hos (2016), Nabihah Husain (2015), D. A. E. Agustini D. K. Tantra N. K. Wedhanti (2014), Nora Alder (2002), C Ferreira and S Schulze (2014), Bridget Cooper (2004), Ilhavelil Narinasamy, Wan Hasmah Wan Mamat (2000), Rosa L. Rivera McCutchen<sup>1</sup> (2012), Karen Seashore Louis, Joseph Murphy, and Mark Smylie (2016). The research conducted by Joyce Ann King (2008), is in

line with research conducted by Nabiha Husain (2015), D. A. E. Agustini D. K. Tantra N. K. Wedhanti (2014), Nora Alder (2002), C Ferreira and S Schulze (2014). It was found that there are often barriers to implement Character Education as there are often factors, which limited the level of embrace from school administrators and staff. The analysis result also indicated that the teacher did not explicitly insert the character values into the indicators and assessment instrument. However, some values such as caring and hardworking were reflected in the teaching and learning activities, and in the implementation of teaching the four skills in the classroom. Another finding revealed that there was a gap between policy makers' intentions and teachers' perspectives. This gap related to the teachers' poor understanding of the concept 'values in education', exacerbated by a lack of reflexivity about the issue; a failure to address the influence of teacher identity on values in education; a need for suitable training; a lack of knowledge on how to address practical challenges with values in education or how to consider the hidden curriculum, and how to use different strategies effectively to facilitate values in education. Our main conclusion is that education initiatives so far have had little impact on the implementation of characters in education in selected schools. are made.

Meanwhile, from Bridget Cooper (2004), Ilhavenil Narinasamy, Wan Hasmah Wan Mamat (2000), Rosa L. Rivera McCutchen<sup>1</sup> (2012), Karen Seashore Louis, Joseph Murphy, and Mark Smylie (2016) studies, the

findings highlighted on teacher modelling, engaging students and pedagogical content knowledge as central themes in teacher exhibiting care to students. In displaying caring, it also accentuates the approaches the teacher embarked in developing empathy among the culturally diverse students in the classroom. It is also found that a significant positive relationship among caring principal leadership, student academic support, and teachers' sense of collective responsibility. In addition, small but significant relationships of caring principal leadership with student academic support and teachers' collective responsibility to student achievement were apparent. Caring leadership has an indirect relationship.

Based on the previous studies mentioned above, it can be seen that there has been no specific research regarding the building character of altruism in junior high school. Therefore, this research is intended to conduct building character of altruism in praxis in junior high school.

## **1.2 Research Questions**

This research has one main research question:

How is building character of altruism in the praxis of English language instruction at junior high school?

This research also addresses three sub research questions:

1. How is building character of altruism in the pre-activities of English language Instruction at Junior High School?
2. How is building character of altruism in the whilst-activities of English language Instruction at Junior High School?
3. How is building character of altruism in the post-activities of English language Instruction at Junior High School?

### **1.3 Purposes of Research**

In line with the research questioned proposed, the main purpose of research is to find out the building character of altruism in praxis of English language instruction at junior high school. There are also three additional purposes of the research which are to find out the building character of altruism in pre-activities of English language instruction at junior high school, the building character of altruism in whilst-activities of English language instruction at junior high school, the building character of altruism in praxis of English language instruction at junior high school, and the building character of altruism in post-activities of English language instruction at junior high school.

### **1.4 Scope of Research**

In order to narrow the focus, the present research concerns on building character of altruism in praxis of English language instruction and to investigate building character of altruism in pre-activities, whilst-

activities, and post-activities of English language instruction at junior high school.

### **1.5 Significance of Research**

Theoretically, the result of this research is intended to contribute the discussion of building character especially altruism character for the purpose of national education which can be achieved in accordance with its vision and mission. Practically, this research is intended to be used as an additional guideline for the teachers to build character education, especially the altruism character.