

CHAPTER II

LITERATURE REVIEW

This chapter provides the theories and related studies regarding the topic of the research. To answer research questions provided, this review of literature gives interpretation of the ideas underlying the concept of building character of altruism at junior high school. Due to purpose of the research, comprehensive explanation about character building and altruism are provided in this chapter.

2.1 Character Building

Character is a quality of person's ethical and mental (positive or negative) of which they form in thinking, behaving, and acting. Building character cannot happen in an instant way. It needs strong efforts and environment support to form it. In an educational environment, in the form of character education program has been done both formally and informally. It is intended as one of the supporting ideas for follow-up in the form of design activities.

Character building in education can be interpreted as a planting character to the school community which includes the components of knowledge, awareness, or willingness, and actions. The initial goal of building character is to exemplify good characteristics for students (Skaggs & Bodenhorn, 2006:82). Character building is intended to form

students' character into caring, honesty, fairness, diligence responsibility, fortitude and respect for self and others (Lickona, 1990).

Building students character is one of the main goal in curriculum 2013. Integrating character values in teaching-learning process is affected by immoral deeds which are easily found in recent generation. By integrating character, the students are expected to apply good attitude in school life and society. According to Kementerian Pendidikan dan Kebudayaan (2010), there are eighteen-character education inserted in teaching-learning process. The eighteen characters are religious, honest, tolerance, discipline, hard-working, creative, independent, democratic, curiosity, spirit of nationality, patriotic, receive for the achievement, friendly/communicative, peace-loving, love to read, environmental care, social care and responsibility. Social care here means the attitudes and actions that always want to help other people and communities in need (Kementerian Pendidikan dan Kebudayaan, 2010).

2.2 Altruism

The term social care character mentioned by Kementerian Pendidikan dan Kebudayaan can also be interpreted as altruism character. The term altruism was introduced by Auguste Comte to describe devotion to the interests of others as an action-guiding principle (Svetlana Feigin, 2014). It is said that altruism is as an intentional and voluntary act performed to benefit another person as the primary motivation and either without a conscious expectation of reward (altruistic approach) or with the conscious

or unconscious expectation of reward (pseudo-altruistic approach). According to Baron & Byrne (2005:25), altruism is a general phenomenon that involves taking the interests of the other as one's own, it is also can be considered as a number of disciplinary perspectives. Altruism is connected to compassion, sympathy and similar kinds of emotional experiences. Altruistic feelings are 'non-episodic' in that they continue over time and are not necessarily oriented to specific situations, such as being concerned about a particular person in a particular situation.

Altruism can be defined as a desire to help others without thinking of self-interest (Baron & Byrne, 2005:26). It is a voluntary act by a person or group of people to help others without expecting anything in return, unless help one gives to others without expecting rewards from outside sources. Altruism is a behavior that is controlled by feelings of responsibility towards others, such as helping and sharing (Kail & Cavanaugh, 2000). Based on the definition described, it can be said that altruism is a voluntary action by someone to help others without expecting rewards or rewards.

2.2.1 Altruism Behavior

According to Einsberg and Mussen (2003), there are six components of altruism behavior which are sharing, cooperative, donating, honesty, generosity, and consider the welfare of others. In sharing behavior, people are expected to provide something or help people in need. Meanwhile,

cooperative behavior refers to individuals who can work together and are able to integrate the ideas. Donating behavior refers to individuals who love to give something or a help others without expecting the rewards from people. Another altruism behavior is honesty, it deals with individuals who have an attitude that is lighthearted, sincere and faithful. Generosity behavior refers to individuals who like doing charity, being merciful to others who need his help without expecting any reward from the person he helped. The last behavior is considering the rights and welfare of others. This means that individuals should have always tried to keep others from experiencing distress.

In addition, Eisenberg and Mussen (1981) also stated that altruism refers to specific act of prosocial behaviour such as voluntary. In line with this, Myers (2012) stated that there are two aspect of altruism, the general aspect of altruism behaviour and the internal aspect of altruism. The general aspect of altruism behaviour is giving attention towards the other. As the human being, the altruistic behaviour can be seen in person who likes to help the other people because of their love affection, voluntary, loyalty without taking any benefits for their self. Another behavior is helping the other people, the person willing to help the other because of their sincere desire without any influence from the other person. Altruistic people are also willing to take other interest as their first priority, in doing the act of helping people.

Another aspects of altruism behavior comes from Durkheim (1990) who claim that the aspect of altruism behaviour are including the act of helping the other without ulterior motives, feeling to not selfish, willing to sacrifice, sensitive to their environment condition and situation, feeling to be able to help the others, full of mercy to the other, generous, and full of affection. Cohen (2005) mention there are three special characteristics of altruism behaviour namely empathy as the feeling of feels the others pain, willing to give as the act of comply the others need and the last is act voluntary. In addition, Piliavin (1981) stated that prosocial behavior as a range behavior that are intended to benefit others such as helping, sharing, comforting, donating, and volunteering.

2.3 Praxis

According to Freire (1985), praxis is an interrelation between theory and practice then further it is explained that praxis can be defined as an action and reflection. In line with this, Aristotle (cited in Ax & Ponte, 2007:1), defined it also as 'action', referring in a general sense to all intentional activities, by which people can reach a particular 'goal' through their own efforts. More specifically, the term referred to rational action based on a conscious choice and 'action' was defined as the product of observation, desires, and intellect or reason. To support this, Giddens (1990) stated that praxis is learning through action, reflection, and change and there are identifiable stages which are the initial or new experience, reflection and

observation, development of a new concept, and experimental action. Combining the definitions by scholars mentioned previously, shortly praxis can be defined as an action which supported by theory and practice and an action is reflected based on observation, desires, and intellectual. Praxis appears in many different field including political theory and social, community work, disciplines, and education.

In education field, praxis also deals with social changes of students which required them to develop an intellectual relationship to their activities. Praxis helps students to reflect their own experiences and encourage them to recognize that their experience is as important as learning from environment and that is not far from their lives in the world (Giddens, 1990). Narrow down to pedagogy, Riddle (cited in Ax & Ponte, 2008:2) proposed framework in praxis as 'pedagogiek' or pedagogy as human science or more precisely the science of how children should become and how they can be raised toward becoming such human beings, participating in the social and political context in which this process of upbringing takes place. Riedel's (1977) framework distinguished praxis to general knowledge based on theory and techne. Based on theory, it concerned with knowledge about how phenomena are related in certain situations. Meanwhile, techne is concerned with knowledge about what could be done in certain situations. It is important for education that both knowledge based on techne and praxis is intended to influence practice. Techne, however, is concerned with general knowledge about the

exercise of influence without the need to be responsible for or to reflect on, the moral objective behind it, whereas this need is the key to praxis. Based on this framework, praxis concerned with moral goals that human beings are responsible for, since praxis arises through purposeful intervention in the reality of others. Theory and techne can be used when making these interventions but their use in itself does not constitute praxis. Based on Riedel's (1977 cited in Ax & Ponte, 2008:10) framework also, praxis implies and responds to a social environment. Besides social environment, morality also has a big impact changing children's maturity. In other words, pedagogy praxis is a socially and culturally embedded situation in which the upbringer purposefully tries to help the child to become an adult (Ax & Ponte, 2008:3).

Riedel (cited in Ax & Ponte, 2008:15) sees praxis as a social situation, in a concrete practical context, limited in space and time, where human beings act take responsibility for their actions. In praxis, three of his key concepts come together (Ponte, 2002:12). These three concepts are morality, knowledge and skill. Each social and action is based on morality. In praxis the educator is intervening in the life of the child, that intervention is justified on the basis of an idea about what kind of person the child or young person should become. In the action of praxis, morality (ideology, as giving moral meaning to experience), knowledge (theory, as knowing how phenomena behave and are connected), and skill (techne as knowing how to act) merge (Ax & Ponte, 2008:15). Techne is conceived

by Riedel as an action based on scientific and ideological insights that is planned, evaluated and adapted in the reality of the school and teacher education courses. None of the three main concepts can be separated from praxis. *Pedagogische* action in school or in the local environment of the school can be termed praxis but it is not possible to say that it is purely and only morality or knowledge or skill; it is always a combination of morality/ideology, skill/ *techne* and knowledge/theory (Ax & Ponte, 2008:16).

Therefore, the term of praxis in this research refers to praxis pedagogy as human science as it seeks to understand the development of children towards adulthood as well as to contribute to the practice of those who are responsible for helping the children in this process, like parents and teachers based on social environment. This process is referred to as *pedagogische* or pedagogy praxis.

2.3.1 Classroom Activities

As Giddens (1990) stated that praxis is learning through action, reflection, and change and there are identifiable stages which are the initial or new experience, reflection and observation, development of a new concept, and experimental action. The action and reflection that students' learning happen on classroom activities through teaching and learning stages. The stages are pre activities, whilst activities, and post active of teaching and learning (Kysilka & Davis, 1988).

a. Pre activities stage

In the pre activities stage, teachers are attempting to set both long- and short-term objectives. Teacher needs to consider what will be taught, why it will be taught, the specific content to be taught, how long it will take to teach the content, what the expectations are for the students, what activities might be used to stimulate and motivate the students, what special activities are needed to help students with special needs, what strategies would best meet the intent of the lesson, and how technology can help in these processes. In using technology as a tool, teacher might be able to enhance the instruction in the classroom, provide for special needs of students, arrange remediation for those who need it and enrichment for those who desire it. In this stage, it is also necessary to connect the lessons to be provided with the knowledge it has owned students, or experience. Thus the student will gain the connection between the knowledge he has become with lessons to be received. This will help teacher in teaching and learning process and helping students to pay attention to their lessons better.

b. Whilst-activities

This is concerned with all activities and behaviour and manifested by the teacher during the process of presenting the content. The operation included at this stage is verbal and non-verbal stimulation, presentation, and development and use of strategies involved in teaching. This stage of

the teaching act is the one that is adjusted the most by events beyond a teacher's control.

c. Post activities

This phase of teaching accounts for the concept achieved after the classroom situation undertaken by the teacher which led to the achievement of objectives as estimated earlier. This stage may also be undertaken by just mere observation. It included testing behavioral change of students, selection of appropriate testing device, and feedback for evaluation. In this phase, teachers are attempting to determine how effective their teaching has been; how effective the lessons were. Typically in this stage, teacher gathers observation of classroom activity and the results of students' written work. Teachers can examine students' test scores, projects they completed, and written work they did. If cooperative learning or group work was part of their activity, that can be evaluated as well. Teachers may reflect upon the classroom discourse. Who spoke? Who answered questions? What questions did the students ask? Did they participate in their groups and to what extent? Did they seem confused? Were discussions (whole class or group) exciting and spontaneous or were they strained and dull? By looking at these dimensions, thinking about the positive and negative aspects, teachers become reflective, responsible, good teachers. In this stage also, teachers can help students create electronic assessment portfolios where various stages of students' written work is constantly available for both the student and the teacher to

examine. Students can use their technology skills to develop showcase portfolios, which include projects their cooperative groups worked on, with all the necessary documentation of artifacts, etc. They can engage in group "chats" on their class projects which the teacher can monitor to determine individual student participation.

2.3.2 Students' Characteristics in Classroom

The most important factor in teaching and learning in any setting is the students. Students of any age differ from one another in significant ways: Individuals may learn best through listening or reading, they may learn more easily alone or within a small group, they may require heavy visual reinforcement or learn better through verbal explanations, or they may respond better to a sequential or to a random organization of materials or experiences. Each learner's experiences differ from those of class peers in a variety of ways. Children and young adolescents, however, differ from older learners in certain patterned and predictable ways as they progress through stages of development. An understanding of these general developmental characteristics is essential for the elementary and middle school language teacher. The teaching of children has been profoundly affected by the work of Jean Piaget, who identified four stages of cognitive and affective development in childhood and adolescence. The child develops cognitively through active involvement with the environment, and each new step in development builds on and becomes integrated with previous steps. Because two of the four shifts in developmental stage

normally occur during the elementary school years, it is important for language teachers working with children to keep the characteristics of each cognitive stage in mind (Piaget,1963:15).They are as follows:

- a. The stage of sensory-motor intelligence (age 0 to 2 years).

During this stage, behavior is primarily motor. The child does not yet internally represent events and “think” conceptually, although “cognitive” development is seen as schemata are constructed.

- b. The stage of preoperational thought (age 2 to 7 years).

This stage is characterized by the development of language and other forms of representation and rapid conceptual development. Reasoning during this stage is pre-logical or semi-logical, and children tend to be very egocentric. Children often focus on a single feature of a situation at a time—for example ,they maybe able to sort by size or by color but not by both characteristics at once.

- c. The stage of concrete operations (age 7 to 11 years).

During these years, the child develops the ability to apply logical thought to concrete problems. Hands-on, concrete experiences help children understand new concepts and ideas. Using language to exchange information becomes much more important than in earlier stages, as children become more social and less egocentric.

- d. The stage of formal operations (age 11 to 15 years or older).

During this stage, the child’s cognitive structures reach their highest level of development. The child becomes able to apply logical

reasoning to all classes of problems, including abstract problems either not coming from the child's direct experience or having no concrete referents.

The thinking skills of most children in elementary school are at the concrete operations stage and experience plays a major role in all learning. Piaget points out that children are not simply miniature adults who have less experience and thus less knowledge to work with as they approach problems and new situations. They do not think like adults because their minds are not like adult minds. It is the privilege of the elementary school teacher to share their world and learn to work within it. Characteristics of children as learners at different ages and implications for language teaching are described next.

Younger learners are always asking questions. They hunger to make discoveries, to find answers that will help them make meaning of the world around them. They ask questions not to annoy or interrupt, but to pursue their inherent drive to learn (Poole et al, 2014). Wilson et al (2014) defined young learners characteristics as learners who prefers active involvement in learning, motivated to learn when lessons are related to immediate goals and interests, shows willingness to work and sacrifice for social rewards, desires attention, sometimes without regard to how it is secured, shows optimism, hope for the future, displays prankish sense of humor, tends to be somewhat shy and unwilling to perform in front of peers, likes activities which involve both girls and boy, expresses self

better; involved in self-evaluation and self-acceptance, and is more outgoing and happy; usually less sensitive.

2.4 Conceptual Framework

School is known as a second place to shape students' behavior; to civilize them becoming a well-mannered person in future and also to prepare them spreading the kindness and willingness to help people in need. To prepare students means a lot of effort should be done including building the altruistic character in classroom as well as interaction between teacher and student. The indicators that are used to observe the school is adapted from Eisenberg And Mussen, (1989); Durkheim, (1990); Cohen, (2008); Pillivian (1981), Myers (2012).

Altruism is seen as an ethical doctrine in which every individual has obligation to help, serve others or even sacrifice of self-interest. Moreover, Oda et al. (2013) explains caring in the purest form is known as altruism and can be described as behavior motivated by concern for others or by internalized values, goals, and self-rewards rather than by the expectation of concrete or social rewards, or the desire to avoid punishment or sanctions. In addition, Eisenberg & Mussen (1989) defines altruism refers to one specific type of prosocial behavior which is voluntary actions intended to benefit another that are intrinsically motivated - that is, acts motivated by internal motives such as concern and sympathy for others, or by values and self-rewards rather than personal gain. Internalized values

that instigate altruism include a belief in the importance of others' welfare or justice. The building of character education is school members responsibility to build students character and building character of altruism in junior high school can be done in classroom activities. For identifying the building process of altruism in junior high school the researcher use some characteristics of altruistic aspect by Eisenberg and Mussen (1989), Durkheim (1990), Cohen (2005), Pilliavin (1981); Based on the theories, some similarities characteristics of altruistic found which is social care. The characters narrowed down to be more measureable indicator in observation sheet.