CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problems, the purposes of the study, the purposes of the study, the significances of study, the scope of the study, and the clarification of key terms

1.1. The Background of the Study

One of Indonesia national goals which are stated in the preamble of 1945 Constitution of The Republic of Indonesia is to develop the nation's intellectual life. This goal has been derived from education and has been a crucial matter in Indonesia. The Ministry of Education, then, designed curriculum of education in order to achieve the national goal. The latest revision of the 2013 curriculum, based on President Regulation No. 87 year 2017 is about "Strengthening Character Education". This regulation demands teachers to implement Strengthening Education Character to students which internalize values of Strengthening Education Character, they are: religious, nationalism, independent, mutual cooperation and integrity in every learning activities held.

Ali Muhtadi (2010:32) stated that "Education is basically an effort to humanize human beings". It is not only the development of physical growth but also the whole personal development of human beings in the context of a civilized society.

Character building is one of the crucial domains to develop a dignified student who is not only smart in academic achievement but also well behaved. Swartz (2007) argued that achieving a good score is not the main purpose of education, yet

promoting the character building of students is the significant matter. Lickona (1992:53) points out that having knowledge of moral values is not enough to be human, moral values must be accompanied by a character. Lickona (1996) stated three reasons why all schools should be engaged in character education. The first reason is that we need a good character to be fully human. The second is that schools are conducive and better places for teaching and learning when they are civil and caring human communities that promulgate, teach, celebrate and hold students and staff accountable to the values on which good character is based. The last one is that it is essential to the task of building a moral society. The benefit of character building seems not as narrow as Creating "good people". For that reason, Elias (2013) has investigated the significance of character building. The research demonstrated that students who attend schools that practice the values of character building tend to have higher academic achievements. In the other words, there appeared to be a strong correlation between the virtues of having good character and being a good academic student. The research summed up that successful academic schools are those that have a focus on the moral character of its students. For this reason, there is no doubt that character building becomes critical aspects that must be developed in a person's inner self. Chowdury (2016), in an article, explains the necessity for embedding morals, values, ethics and character education in science education and science teaching. The article emphasizes the nurturing of morals, values and ethics through an improved science education curriculum, and describes the benefit to society. Suhardi (2012) stated that character building in educational context is an effort to maintain the character and identity of the nations in the globalization era.

Character building is now a major issue of education. It is part of the process in forming the nation's moral character. This character building is expected to be the

main foundation of the success of Indonesia Gold 2025. Character building has

become one of the national education purposes in Indonesia. In the regulation of

SISDIKNAS (*Sistem Pendidikan Nasional*) no. 20 year 2003 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*".

It can be concluded that character building is a crucial element of a nation. Character building is the basic foundation to develop Indonesian character with social values such as tolerance, togetherness, ethics, cooperative, respect, etc.

The advantage of character building is not only creating "good people" but also "creative people" who care about the environment. Character building target is not only for students but also for teachers, administrators, and government that plays a role as good examples. Dewey (1929) states that the scientific content of education consists of whatever subject-matter selected from other fields, enabling the educator, whether administrator or teacher, to see and think more clearly and deeply about whatever has been done. Its value is not to supply objectives anymore but to supply with the ready-made rules. Education is a mode of life, of action. As an act, it is wider than science.

Character building in Indonesian education includes ethics, honesty, altruism and other character values that supported the students' character in society. This research focused on ethical values of character building in Education. Ethics means moral. People do not live their lives in moral or ethical isolation but grow up within particular moral tradition (Reiss, 1999). Liberal democracy can only flourish if its

citizens hold certain moral and civic values, and manifest certain values (Althof & Berkowitz, 2006). Moral refers to human behaviour where morality is the practical activity and ethics describes the theoretical, systematic and rational reflection upon that human behaviour (Churchill, 1982). Values are linked to beliefs and attitudes and guide human behaviour (Rennie, 2007). Morals, values and ethics are strongly attached to society, spiritually and culture (United Nations Educational Scientific and Cultural Organization, 1991).

Thiroux and Kresema (2009) agree that ethics is the study and application of what is good-what is moral-what is best. Ethics can be defined as a set of principles of conduct or system and moral values. Ethics and moral instruction permeate throughout human life, guiding the development of all from the beginning.

Many researchers discuss the ethical characteristics. Previously, Koutsoumpos(2011) described the ethical character development and personal academic excellence. The result was the principles of deep learning, critical thinking, and positive psychology are essential in realizing the virtues. The character virtues identified and described include : the love of learning, and the love of thinking, discipline, honesty, fair-mindedness, and wisdom, Wisdom is seen as the highest and most comprehensive of the character virtues, one that should be modelled and developed within the educational process. The development of these character virtues addresses a variety of general life concerns, such as happiness, meaning and purpose in life. The character virtues such as optimism, courage and self-responsibilities support a constructive and positive approach to the future. Ethics is the key to academic excellence, as well as excellence in life.

Silvestre eti (2015) talked about the ethics in the Bakhtinian perspective and in critical English Language teacher education in Spanish. They found out that the

relationship between ethics and language is clear. The ethics in the perspective of the Bakhtin circle points especially to the importance of recognizing the role that the other exercises not only in the constitution, but also in the encouragement of attitudes concerning what the affects. THe ethics are discussed both in the area of critical language teacher education and in Bakthtinian studies becomes even stronger, since bothe defend the responsibility and the responsiveness of the acts towards that share in the same social domains.

Chowdury (2016) also discussed emphasizing morals, values, ethics, and character education in science education. The research revealed that students can handle various moral and ethical issues in society, take responsibility, and build good character. Students can develop higher awareness of social implications of their science studies, become self-dependent individuals, and be able to recognize, accept and internalize their roles in decision-making. Such teaching will enhance students' judgement in the sciences.

Novianti (2017) analyzed a study on the character education teaching in higher education using English Bidungsromans, Jane Eyre. The study goal was to find whether students had the ability to identify, to involve and to have insight with the virtues contained in the story, textual analysis drawing upon Parker Ackerman. The results showed that most students have successfully identified the virtues in a novel and can relate to characters and their events. However, only a few students are able to show their involvement with and insight of the virtues contained in the novel.

In terms of English language instructions, the students can be educated in understanding about bullying deeply. Jimenez & Diaz (2018) proved that English language is considered as a tool to create anti bullying attitudes among students.

English is chosen as the subject since it is a neutral common language for all the students.

Zuriah (2007) says in a global era, moral values began to weaken, and the perceived crisis is severe. Hardiati (2015) said that education is a process of character formation, but the fact shows the education system implemented in schools does not succeed, then the system of education in school should instill character valued-based culture of the nation's students either in extracurricular activities as well as in the learning process (Wardani, 2014) is reinforced by Saddam, et. al. (2017). In order to fix all the good characteristics, morals and values for the future generation of Indonesia (Daniprawiro, 2009; Cortland, 2011), the building process of students' characteristics, norms and value can be implemented in the school continuously. The implementation process of the theories above in the classroom is called praxis. Praxis is an on-going process which reflects the theoretical analysis that enlightens action, and it often has meaning by practice (Torrez and Mercado, 2004; Arnold and Michele, 2017).

Based on the previous studies mentioned above, it can be seen that there has been no specific research regarding character building of ethics in praxis at junior high school. Therefore, this research is intended to conduct research on building the Character of Ethics at Junior-High School Level in the Praxis of English Language Instruction.

1.2 . Statement of the Problem

In line with the background of the study, the problems of the study are formulated as follows;

1. How is building the character of ethics at Junior-High School Level learned in the Praxis of English Language Instruction ?

2. How is the process of accomplishment in building the character of ethics at Junior-High School Level carried out in the Praxis of English Language Instruction ?

1.3. The Purposes of the Study

The current study is conducted to answer the research problems. Therefore, the objectives of the study are:

1) to describe building the character of ethics at Junior-High School Level in the Praxis of English Language Instruction

2) to describe the process of building the character of ethics at Junior-High School Level in the Praxis of English Language Instruction

1.4. The Significances of Study

This study is expected to be useful in the understanding of the integration of character building in the process of learning both in the theory and practice. The research theoretically provides the reference for the further research related character building of ethics through perspective of English learning. Practically, the result of this research will be expected to be able to give the following benefits. For English teachers, the research will open teachers' minds about ethics, and enrich teachers' knowledge in the building students' characteristics of ethics praxis in the school. Thus it is also to improve the quality of teaching English as foreign language.

1.5. The Scope of the Study

This research only covers a study about ethics, especially building students' characteristics of ethics at junior high school in praxis. Then, the focus is to identify the process of building students' characteristics about ethics in school building, school environment, school activities, and interaction in the school. A number of English language instructions in praxis such as videos in teaching-learning process, stages of teaching-learning activities, extracurricular n habituation activities, symbols and notices at school will be collected from an institution. Those data are observed and analyzed to identify how character building of ethics is represented as a source of learning. The analysis will be based on the English language learning perspectives. For this reason, the researcher will investigate the character building of ethics represented in English language instruction using the characteristic of ethics proposed by Myers (2012).

1.6. The Clarification of Key Terms

In order to obviate the misunderstanding, the terms discussed in this study need to be elucidated. The main key terms put in this study are character building, ethics, and praxis of senior high school. The character building is the values to improve certain good or useful traits in a person's character with integrity covering the attitude of honesty, ethics, cultural literacy, and altruism. Ethics refer to norms and values of morals to manage people's behaviours. Whereas praxis is the process of using a theory or something that you have learned in a practical way, an on-going process which reflects the theoretical analysis enlightens action, and it often has meaning by practice (Torrez and Mercado, 2004; Arnold and Michele, 2017). Praxis is synthesis of theory and practice in which informs the other, a common

paraphrasing of the work in this area is that "action without reflection is blind, reflection without action is impotent (Freire, 1985)