

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher shows the discussion about the 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 values are parts of human literacy which are highly prioritized in education for shaping the good characters of the students (Sari et al., 2019). It is walk-in line with Law Number 20 of 2003 which is concerned with developing the nation's competence in addition to inculcating the nation's dignified character and national civilization. It is aiming to educate the nation's life, which is focused on developing potential students to become human beings who believe and fear the Almighty God, who behave with noble character, are healthy, knowledgeable, capable of, creative, independent, and become a democratic and responsible citizen.

Good character is shaped through a continuous process of teaching, learning, and practicing through character-building values (Pala, 2011). Globally, character-building values have been leaked out as the most appear term for the effort of the schools to accomplish moral values, ethics, and citizenship education (Lickona, 1996).

Referring to the Center for Curriculum Redesign (CCR), character-building values program is essential to prepare the fundamental characters of the students to survive and socialize as a citizen in the 21<sup>st</sup> century (Bialik et al, 2015). Komara (2018) in Wardani et al., (2019) explained that character-building value is a program to make the students ready to face the rapid changes in the 21st century. Besides, character-building values also give some positive outcomes and decrease the negative behavior of students (Agboola and Tsai 2012). Moreover, according to Benninga (2001) in Nurhayya and Tamela (2021), by enhancing the implementation of character-building values, the academic achievement of the students could be increased as well. Cyberbullying, sexual violence, clashes between the students, and cheating while exams are several pieces of evidence that Indonesian students' character needs to be improved (Annisa, Wiliah, and Rahmawati 2020). Besides, nurturing great character-building values in the students is able to be a preventive way to reduce the case of corruption that happens in Indonesia.

Therefore, in 2010, the Indonesian Ministry of Education and Culture started to develop character-building values in school by creating a policy that stated that character-building values are included in curriculum 2013 and in the National Action Plan to prepare the students with nurturing 18 characters to be good citizenship in the future (Kemendikbud, 2017). Besides, Kemendikbud (2017) also stated that the government put this character-building values program in the National Long-Term Development Plan. The purposes of the

policy are to make sure that the students are ready to be Generasi Emas Indonesia 2045 to face all the dynamics changes in the future with considering the diversity in Indonesia at the same time, and also to revitalize and strengthen all the potencies and competencies in the educational ecosystem (Kemendikbud, 2017). Ningsih (2015) adds that character-building values took an important place in the Indonesian curriculum since 2013 since it is triggered by several societal cases which are caused by the decrease in the moral value of the people.

As time went by, the government developed the program in 2016 which launched Penguatan Pendidikan Karakter (PPK) as a new form of strengthening character-building values by prioritizing 5 character-building values out of 18 character-building values in the previous policy. Prioritized character-building values are Religious, Nationality, Independency, Mutual Cooperation, and Integrity. Each character has the criteria which students need to achieve as a standard (Kemendikbud, 2017). PPK itself is a program that strengthens the character-building values through harmonizing ethics, aesthetics, literacy, and kinesthetics which is supported by the cooperation among the school community, the family, and the people around the school. Through PPK, the government has the ambition to support the students to have well moral characters in order to compete in the 21st-century era.

Recently, the latest character-building values were introduced in the educational field named Profil Pelajar Pancasila (PPP) as one of the objectives

of the newest curriculum titled Kurikulum Merdeka. PPP was conducted to answer what kind of students will be the output of the educational system in Indonesia (Kemendikbud, 2021). Through PPP, the students are expected to be able to participate in global citizenship which is sustainable to face the challenges which happened. Religiosity, global unity in diversity, mutual cooperation, independence, critical thinking, and creativity are the characteristics expected to be acquired by the students. These characteristics are planned to make the Indonesian learners competent, well-behaved, and act according to the Pancasila principle.

However, since the spread of COVID-19, the teaching and learning process has been forced to be held at distance or in an online meeting and using digital learning materials to deliver the learning topics. Besides, it affects how the teacher teaches the character-building values of the students as well (Rizqon, 2020). Even though the challenges to teach character-building values in school become bigger, the process of it still needs to be delivered. Thus, the character-building values need to be integrated into digital learning materials in order to nurture the moral character of the students even in distance learning.

Moreover, the consideration of putting character-building values on digital learning materials is still low since the main focus is still on how the students are able to acquire various knowledge on formal subjects. Salma et., al (2021) stated that in the last few years the education system focused more on cognitive skills so the character of the students was neglected. This situation

happens because of the emergency to hold the teaching and learning process at a distance. Previous research has already figured out how the character-building values are delivered in a textbook and numerous lesson plans which are made by several teachers. Character-building values could be promoted in digital learning materials by selecting the chosen learning materials that will be included.

Buulolo et., al (2020) concluded that the implementation of character-building values in a distance learning process has to refer to each factor of character-building values. Therefore, in an educational institution, students, and teachers should synergize with each other. Moreover, an educational institution should be responsible for providing learning tools that will be used in the learning process, the teacher should be innovative in optimizing the learning facilities and students need to motivate themselves to improve their potential through learning.

In this research, the researcher decided to identify the Profil Pelajar Pancasila integrated with MyEnglishStep.com since it is still under development and evaluation process. This research is expected to be able to fill the gap in how Profil Pelajar Pancasila is integrated with digital learning material, specifically MyEnglishStep.com.

## 1.2 Research Questions

Referring to the background of the study explained above, the research questions are formulated as follows:

1. To what extent are character-building values of *Profil Pelajar Pancasila* incorporated into MyEnglishStep.com?
2. How are the character-building values of *Profil Pelajar Pancasila* incorporated into MyEnglishStep.com?

## 1.3 Purpose of the study

Based on the research questions mentioned above, the purpose of the research can be seen as follows:

1. To explore and see more potential of the extent to which the character-building values of *Profil Pelajar Pancasila* are incorporated into MyEnglishStep.com.
2. To describe the ways character-building values of *Profil Pelajar Pancasila* are incorporated into MyEnglishStep.com.

## 1.4 Limitations of the study

The researcher limits the study to analyze the extent to which the character-building values program in *Kurikulum Merdeka* entitled *Profil Pelajar Pancasila* which was arranged by The Ministry of Education and Culture of Indonesia incorporated into digital learning material for seventh,

eighth, and ninth-grade students of MyEnglishStep.com and to describe the ways character-building values are incorporated in MyEnglishStep.com. In this study, the researcher uses a table of analysis made which adapts the decision of the chief of the standard of assessment for educational curriculum institution number 09 in 2022 about *Profil Pelajar Pancasila*. The contents analyzed by the researcher are the words and sentences that appear on MyEnglishStep.com.

The analyzed data were questions, statements, interpretations, and instructions that appear in live worksheets, pictures, videos, audios, and explanations in digital learning materials of MyEnglishStep.com.

### **1.5 Significance of the study**

The findings of this research are expected to contribute to:

1. For students and teachers as the user of MyEnglishStep.com

This research can provide information about how the character-building values program *Profil Pelajar Pancasila* incorporated improved their character to prepare themselves to support the program of the government entitled *Generasi Emas Indonesia 2045*.

2. For MyEnglishStep.com developers

This research can provide data to be used in order to develop the digital learning materials on how MyEnglishStep.com represented the character-building values and also the relevancies between MyEnglishStep.com with the

character-building values arranged by The Ministry of Education and Culture of Indonesia.

3. For the researcher

This research can encourage them to explore how to conduct content analysis research further, able to provide information about how character-building values are represented by a digital learning material that is still under development process, and also contributes to their research further with another level.

