CHAPTER II

LITERATURE REVIEW

This chapter elaborates some theories underlying this study, which are concerned with the correlation among Character building, Altruism, Praxis, Altruism Praxis in School and Components of Altruism in School.

2.1 Character building

Character building in the school refers to the building process of students' value, how the students recognize, learn about the value and implement the good value in their life (Koesoema, 2007:193). Character includes attitudes such as the desire to do one's best and being concerned about the welfare of others; intellectual capacities such as critical thinking and moral reasoning; behaviors such as being honest and responsible, and standing up for moral principles in the face of injustice; interpersonal and emotional skills that enable us to interact effectively with others in a variety of circumstances; and the commitment to contribute to one's community and society.

Samani & Hariyanto (2012, p. 46) pointed out that character education is not merely to teach what is right and what is wrong to the child, but more than planned efforts to educate children the character by building the habit of good that students understand, able to feel and want to do good.

Character education maintains the model, the creator and the behavior (Kamaruddin, 2012; Mulyasa, 2011, p.9).

Character education is aiming to build a foundation for lifelong learning and to support successful relationship either at home, at the community or at the workplace (Bialik, 2015). To achieve those aims, Bialik (2015) pointed out that there are six types of character education, they are : mindfulness; curiousity; courage; flexibility; ethics and leadership.

First character is Mindfulness. It is the awareness that emerges through paying attention on purpose, in the present moment, and not-judgementally to the unfolding experiences moment by moment. It can be adjusted in daily teaching life through some classic exercises, such as meditation, counting breath and do some reflection and relaxation.

Second character is Curiosity. It is described as an innate love of learning and knowledge without the lure of any profit; an intrinsic desire for information; a character that is related to ideas such as cognitive dissonance, ambiguity aversion and gestalt psychology. Curiousity tends to be taught in a variety ways that challenge students` existing mental models and orient them toward a gap in their knowledge such as inquiry-based learning and problem-based learning.

Third character is Courage. It can be explained as an ability to act inspite of fear or uncertainty, in risky situations or when we are feeling vulnerable; a subjective experience, where an individual overcomes fear

and chooses to take action in the face of uncertainty. Courage can be taught through such programs increase self efficacy, and encourage learners to make appropriate choices ins pite of the intrapersonal fearful emotions (Whittington & Mack, 2010).

Fourth character is Flexibility. It is described as an ability to overcome obstacles or adhere conditions when others might not. It has been linked to three key factors : caring relationship, a communication of high expectations and opportunities for meaningful involvement and participation. Those factors are considerately encouraged the foster of flexibility in all students in the classroom environment.

Fifth character is Ethics. It is informed as the literature on moral development and promoted through three stages of moral reasoning, from pre-conventional (obedience and punishment, self-interest orientations); conventional (interpersonal accord and conformity, authority and social-order maintaining orientation) to post-conventional (social contract orientation, universal ethical principles). One way to grant students autonomy with ethical decisions is through democratic schools, in which students are responsible for collectively making decisions that affect the entire community. In other words, ethic is often taught through “drill” methods that can engage students` autonomy (Schaps, et. Al, 2001).

Sixth character is Leadership. It can be defined as a relational and ethical process of people together attempting to accomplish positive change, in which the leader has such abilities to be conceived as extraordinary and charismatic individuals to inspire followers to act in good way (Komives, et.al, 2006; Hay & Hodgkinson, 2006).

2.2 Altruism

As it has been stated from three experts about types of character education in previous section, it can be summarized that mindfulness is another term of altruism. It is because mindfulness defined as similar as altruism. The definition is the awareness to concern for others and social condition (Bialik, 2015; Kamaruddin, 2012; Yusuf, 2011). In this case, this study will more investigate the character of altruism despite of other characters, thus in this section there would be more elaboration about concept of altruism, either definition or aspects of altruism.

Santrock (2003, p. 454) defined Altruism as the willingness to surrender somebody`s desires for the sake of helping other people. The altruism is the contrary of egoism, it is focusing on helping people without expecting in return, thus it aims to increase other people welfare and gratefulness (Myers, 2012, p.187; Batson, 2002).

By comparison, Baron & Byrne (2005, p.92) claimed that altruism is an act reflecting the consideration not to selfish for the sake of other people kindness. It is similar with Sears (2009, p.457) statement that altruism is having done by somebody intentionally just for doing some goods. In brief, the altruism is defined as the willingness to swallow the desire and the pride of somebody for the sake of helping other people without expecting anything in return.

Turning into aspects of altruism, Batson (2011) explained that something will be said as an altruistic behavior if the altruists possessing aspects of empathy, prosocial behavior, and aversive-arousal reduction. Each aspects will be explanied in brief as following.

First aspect is empathy. Empathy is one of main ingredients in determining altruistic behavior. It was identified by some as one of the most substantial of all personality traits, since it triggers somebody to feel and act altruistically toward another person. Batson (2002) stated that Empathy is knowing another person` state, including his/her thoughts and feelings. Further, he added that Empathy is the intuity to place oneself into another`s situation. In other words, Empathy involves owning the feelings of another aroused in person as when he/she sees another person in grateful or in sadness circumstances in purpose to perceive the welfare of that person (Myers, 2012; Schoner-Reich & Oberle, 2011; Slote, 2007; Baron, 2005; Hoffman, 2000).

Second aspect is prosocial behavior. It is another main ingredients in determining altruistic behavior. It is described by Dovidio, et. al (2004) as every kind of kindness that is intended to improve the world and benefit others without expecting anything (Panner, 2005; Kamaruddin, 2012; Hadori, 2014).

Third aspect is Aversive Arousal reduction. This character is including any desire or motivation to help by reducing the unpleasant experience and the negative emotion caused by other`s distress (Batson & Powell, 2003; Feigin, et.al, 2014).

2.4. Praxis

Praxis is defined as the combination of theory and practice and the mutual relationship between both of them (Cowley, 2008, p. 1). In simply, praxis is a reflection activity that transfer theory while applying the theory in certain life and in common way.

In educational setting, praxis requires a conscious theorizing of one's practice and where a practitioner is prepared to take a critical stance in both their practice and the theories supporting their practices (Tilson, Sandretto, & Pratt, 2017, p. 454). Further, In praxis there can be no prior knowledge of the same means to finally be aware of the situation (Smith, 2016, p. 2). As a result, praxis is utilized by educators to define a repetitive section through a repetitive process of experimental learning.

As has been noted in previous section, English is suggested as one of the way to promote altruism in educational setting (Jimenez & Diaz, 2018). Further, Altruism praxis in English teaching and learning is appeared both on teacher and students attitude and behavior. It may be involved in some components likely school activities, class activities, school environment and school member`s interactions (Torrez & Mercado, 2004). Each elaboration is as following :

Many successful altruism praxis at school begins with classroom activities emphasizing awareness of the surrounding. The example of activities students have done are managing seat arrangements before and after group discussion, having payfull attention to discomfort of class, decreasing noise caused by ownself, keeping the class neat and clean, taking care of friend presence, writing in a journal about their daily routine and drawing picture of an object they have seen during their trip to school (Bialik, 2015; Pranowo, 2013). Those activities are reflected in three stages of classroom activities, which are Prerliminary stage; Whilst stage; and Post stage (Aylward, 2012).

By addition, Alam (2015) stated that the group work can improve students' solidarity which support the emergence of students' altruistic behaviour. The group work are arisen through both intraculliculla r and extracullicular. The intracullicular is related to activities happening at classroom and has been elaborated in previous paragraph.

Meanwhile, extracurricular is related to activities happening after classroom learning activities completed. Extracurricular refers to school community that students might involve to gain more knowledge, competence and experience beside they have learned academically at classroom. School communities commonly existed in every school are basketball, soccer, martial art, *rohani islam*, *paskibraka*, scout, English club and internal leadership school community (*OSIS*). Each community has its program required to accomplish. For instance, special event like celebration of ascention day. On that event, not only students in that community are responsible to make it success but other students, teachers and school staffs are in charge of giving contributions, such as arranging the seats, cleaning and keeping the venue neat, providing the tasty meals, and so on.

Additionally, altruistic behavior tends to be revealed when students have charity and solidarity programs, such as tutoring less fortunate neighborhood either child, adolescence, or adult; delivering food to the homeless person around the schools; coming onto animal local shelters and participating in handling their jobs and fixing also cleaning the community through fixing the broken bridge (if there is any) and keeping the near environment fresh and clean.

Turning into school practice, there is no day without altruistic behavior revealed, since it is such a big responsibility needly completed by interactions from every members around school (Mujiono, 2000). The example of interactions among school members presented the altruistic behavior are helping another friend in difficult, reminding another friend to stay peaceful, and listening to friend when they are talking or telling something (Pranowo, 2013). Altruism among teacher-students relationship might be found when the teachers are providing advice or even comforting the students in challenging situations (Olitalia, et.al, 2013).

The last component that should be concerned in promoting altruism at school is school environment. School environment is also linked to school members` interaction, since it is an avalaible place to measure of the quality of cognitive, emotional and social support their school life. In other words, school environment gives highly contribution in promoting altruism at school (Singh, et al, 2010). The example of contribution of school environment might be seen on the signs or pictures attached over the school building. For instance, the persuading poster to stop bullying and play victim stacked on school billboard.

2.5 Student characters

Turning into subject participant, this research needs Senior High School students, and in referring to Piaget (see Syah, 2001), they are in realism and moral resiprosity level. They consider the purpose of moral behavior and realize that moral value is a deal of undefeatable tradition. In another case, Kohlberg (cited in Syah, 2001) pointed out that children above 13 years assume moral is more than a deal of social tradition. That children is starting to pay attention to individual interests. Therefore, Senior High School students who are in classification of children above 13 years are considered to get easier to have promotion of altruistic behavior.

2.6 Theoritical Framework

This study emphasizes on altruism praxis in English teaching and learning at MAN Karawang. The concept of altruism is coined by the definition from several experts, such as Santrock (2003); (Myers, 2012) ; Batson (2002); Baron & Byrne (2005) and Sears (2009). Based on those experts elaboration, altruism is defined as the altruism is defined as the willingness to swallow the desire and the pride of somebody for the sake of helping other people without expecting anything in return.

In referring to Batson (2011), the concept of altruism is classified into some categories, namely empathy; prosocial behavior; and aversive-arousal reduction. The empathy category is referring to Myers (2012); Schoner-Reich & Oberle (2011); Slote (2007); Baron (2005); Hoffman (2000); (Batson, 2011) and Batson (2002). They argued that empathy is

owning the feelings of another aroused in person as when he/she sees another person in grateful or in sadness circumstances. The example of behavior categorized as empathy are listening to friends` story; treat friends` chocolate or light meals and gives the related answer to friends` story.

Furthermore, prosocial behavior is another aspect of alturism is delivered by Dovidio, et. al (2004); Panner (2005); Kamaruddin (2012); and Hadori (2014) who believed all form of kindness that is intended to improve the world and benefit others is included in this character. Helping principal by opening entrance gate and tutoring friends who are unable in doing assignments are included in prosocial behavior category.

Then, the last aspect of altruism is aversive-arousal reduction. This character is including any desire or motivation to help by reducing the unpleasant experience and the negative emotion caused by other`s distress (Batson & Powell, 2003; Feigin, et.al, 2014). Some behaviors classified into this categories are greeting teachers in a polite and proper way, listening to others` opinion and not forcing own opinion.

Turning into praxis, praxis is defined by a number of scholars, they are Cowley (2008); Tilson, Sandretto, & Pratt (2017); Smith (2016 and Torrez & Mercado (2004)). It refers to a repetitive section through a repetitive process of experimental learning and engages student and teachers as the mediators.

In term of English teaching and learning at MAN Karawang, it is defined by several scholars, likely Torrez & Mercado (2004); Aylward (2012); Alam (2015); Mujiono (2000); and Singh, et al, (2010). It refers to English teaching and learning at MAN Karawang invloves four components, such as classroom activities; school activities; school member`s interactions; and school environment. Classroom activities are captured in three stages, preliminary; whilst and post stages. School activities are included extracullicular programs. School member`s interactions are included interaction between student and student; student and teacher; student and principal; and student and school staff. School environments are captured in signs, banners, posters or boards posted in around school.