

CHAPTER I

INTRODUCTION

A. Background of Study

The development of national character is a collective commitment of the Indonesian people to face today's global demands. As a manifestation of this commitment, the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System was enacted. Article 3 of the law explains that, "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty. , have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The noble ideals of the nation as stated in the goals of national education are the embodiment of the nation's moral values that must be embedded and rooted in the lifestyle of the nation, state and society. Therefore, national character education becomes an inseparable part of the pattern of development, whether carried out in households, communities, and schools as the pioneers who play the most role in shaping the character or character of children.

However, the development of information and communication technology that has developed through print and electronic media seems to have taken over these functions parent, community, and teacher education. The global current that

moves so fast through the all-digital Internet media has succeeded in changing paradigms, patterns and lifestyles, and even values, attitudes, and behaviors that have an impact on the depletion of the moral and moral foundations of the nation's children which has an impact on the fading of the nation's character. The examples instilled by the founding fathers of the nation are dwindling, starting from the fading of the examples of leaders, community leaders, parents, and even teachers as the main bearers of formal education in schools

The reality of the waning of exemplary values of teachers (in quotes) can be shown by the findings of the Indonesian Child Protection Commission (KPAI), where violence against children perpetrated by educators or teachers shows results that tend to be higher from time to time. Data obtained in 2007 showed that there were 555 violence against children and 18 percent of the perpetrators were committed by active people and 11.8 percent of violence was perpetrated by teachers against their students. Meanwhile, research by KPAI for six months in 2008 actually showed an increasing graph, namely 86 violence against children and 39% of violence was perpetrated by teachers (Republika Newsroom, 2009). Teacher violence against students can be viewed from four dimensions, namely: (1) verbal violence, (2) physical violence, (3) psychological violence, and (4) violence related to professionalism (Les, 2009).

Verbal abuse includes the use of sexist, racist, cultural, socio-economic, physical imperfection, and homophobic stereotypes and labels. Physical violence includes pushing, pinching, grabbing, pulling, hitting with a ruler, or throwing things. Psychological violence occurs through shouting, speaking harshly, tearing

up work, pitting students against each other, and making threats. Violence related to professionalism can occur through unfair judgments, applying punishment with favoritism, using inappropriate disciplinary methods, leading to failure by setting unreasonable standards, lying to co-workers, parents, superiors about behavior. students, take advantage of using materials or enrichments, intimidate parents because of language, cultural, or socioeconomic status barriers.

Departing from the various realities as described above, the author wants to examine the importance of the educator's example in forming the character of students. This discussion will begin with the basic concept of exemplary and then end with the importance of exemplary educators in shaping the personality of students.

Character education is a system of inculcating character values to school members which includes components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, oneself, others, the environment, and nationality so that they become human beings. Character education in schools, all stakeholders must be involved, including the education component itself, namely curriculum content, learning and assessment processes, relationship quality, handling or management subjects, school management, implementation of co-curricular activities or activities, empowerment of infrastructure, financing, and work ethic for all residents and the school environment.

Despite the various shortcomings in educational practice in Indonesia, when viewed from the national education standards that are the reference for

curriculum development, and the implementation of learning and assessment in schools, the goals of education in schools can actually be achieved well. Pritchard (1988 p.467) defines character as something that related to individual living habits that are sedentary and tend to be positive. According to Zulhan (2011 p.p. 2-5), there are two types of character, namely positive good (healthy) and bad (unhealthy) characters. Healthy characters include (1) high affiliation: easy to accept other people as friends, tolerant, easy to work with, (2) high power: tend to dominate their friends in a positive sense (leader); (3) achieve: always motivated to excel (4) assertive: straightforward, assertive, doesn't talk much, (5) adventure: likes adventure, likes to try new things. Meanwhile, the unhealthy characters are (1) naughty: likes to throw tantrums, provoke anger, (2) disorganized, imprecise, not careful, although sometimes unconscious, (3) provocateur: tend to throw tantrums, seek trouble, want to seek attention, (4) ruler: tend to dominate friends, intimidate, (5) dissidents: proud to be different from other people, do not want to do the same as other people, tend to be rebellious.

Human character could be formed through education, either familial education or school and community environment. Through family, character education was obtained from role-modelling. In school environment, character education was obtained from reviewing and overviewing, either through talking, listening, reading or writing. In societal environment, character education was obtained through implementation of virtuous value in community. Literacy work has become comprehensive medium for character education. Through literacy work, figures and roles was played, environment as background could be

expanded, and virtuous values as literacy mandate was taught. Therefore, literacy work use as character building medium through education at school should be re-emerge involving all parties such as language teacher, school principals and students' parents.

Exemplary is making something as an example, Providing a model, which means making something as an example, providing a model (Hedgehog Dictionary, 2010). The term exemplary is widely adopted from the Arabic *uswah* which is formed from the letters hamzah, as-sin, and al-waw. Etymologically, every Arabic word formed from these three letters has the same meaning, namely treatment and improvement. Ibn Zakaria (in Arief, 2002) explains that *uswah* can be interpreted as *qudwah* which refers to the meaning of following or being followed.

In the Qur'an surah Al ahzab: 21

لقد كان لكم رسول الله اسوة حسنة لمن كان يرجو الله واليوم
الآخر وذكر الله كثيرا

Thus, the example in this paper is everything related to the words, actions, attitudes, and behavior of a person that can be imitated or imitated by other parties. The teacher or educator is a true leader, a wise guide and director, a printer of leaders and leaders of the people (Isa, 1994). So, the teacher's example is a good example of the teacher, both related to attitudes, behavior, speech, mental and those related to morals and morals that should be used as examples for students.

This is important for educators to have as a basis for rebuilding ethics, morals, and morals that have reached a sad level. Azrah (2008) stated that since the 1990s, moral values have fallen sharply. The reason is that the current of globalization is so swift that it raises the values of people's lives that are more permissiveness (free). Global values are easily permeated in people's lives without stricter censorship. In other words, since then there has also been a process of easing ethical and moral values. In the midst of the degradation process, this country is having difficulties to stem it because it is difficult to find an example that can be used as a common role model. On the other hand, it seems difficult to stem the rapid flow of globalization. Therefore, it is necessary to have qualified educators who can carry out their functions to eliminate the flow of globalization.

Character education is a system of inculcating character values which includes the following components: knowledge, awareness, willingness, and action to implement values, both towards God Almighty, yourself, others, and the environment so that you become a human being. Character education can be integrated into learning in every subject. Learning materials related to norms or values in each subject need to be developed, made explicit, linked to the context of everyday life. With Thus, learning character values is not only at the cognitive level, but touching on internalization and real practice in the daily lives of students in society (Amri, Jauhari, & Elisah, 2011 p.52)

Education is an important aspect of nations. Actually education is not only transferring material process, stated in the curriculum, but also value transformation process because the main education purpose of education is to

humanize human. Character education is much sufficient when schools and parents activity in society (Marvin W and Berkowitz, 2011). Education has a big significance to support human to learn about life (F, Dubin and E. Olshtain, 1992) . The function of education is to teach one to think intensively and to think critically. Intelligence plus character- that is the goal of true education.

The world is strong because people see the power in being a leader of character, such as character and leadership integration is in the forefront of thought, prominent in conversations, and visible in action. And then, We have strong strategic partnerships. Faculty, staff, cadets, and the public are enlightened, energized, and equipped to integrate character and leadership in their daily lives.

Most parent participation attempts invite parents as assistants to the schools activity, serving with homework, helping extracurricular process (Marvin, W, Berkowitz and Melinda, 2013). Parents must partner with schools because a child's parents also act as his or her teachers, and this is especially true in the domain of character formation. There are indeed many parallels between parenting and teaching.

We must remember that intelligence is not enough, so intelligence plus character that is the goal of true education. In Indonesia, English is the first foreign language that learned after learning native language. It is taught at school from the Junior High School (SMP), Senior High School (SMA), university, and nowadays at elementary school, even at kindergarten. It has become an obligatory subject and as one of the subjects that examined in the national examination (*ujian nasional*). Learning English is necessary, especially for Indonesian students.

B. Research Questions

This study will be conducted to deal with the following problems:

1. How is the teaching learning process of responsibility character education in EFL class at SDN Pelambuan 2 Banjarmasin in the academic year of 2020/2021?
2. What is the character education use in EFL class at SDN Pelambuan 2 Banjarmasin in the academic year of 2020/2021?

C. Objectives of Study

Based on the problems have stated above the objective of the study are as follow:

1. To describe the teaching learning process of responsibility character education an EFL class at SDN Pelambuan 2 Banjarmasin in the academic year 2020/2021.
2. To analyzed the character education in EFL class at SDN Pelambuan 2 Banjarmasin in the academic year 2020/2021.

D. The Significance of the Research

The significance of this study will be useful for:

1. Teachers In SDN Pelambuan 2 Banjarmasin; this research can be beneficial for teacher to deliver character values appropriately and effectively in the school. The finding of this study also hopefully can be a valuable source of information to improve the quality of character education.

2. Students; this research hopefully can be used to be material for students to learn more about character education and valuable source of information to get another experience in character education.

E. Definition of Key Terms

To avoid misunderstanding towards the title of this research, the writer describe the key terms as follows:

1. Character : Morality is character. Character is something that is engraved in a person. Character is inner strength. Violation of decency (immorality) is also a character, but to be moral and immoral is ambiguous.
2. Education : Education is a demand in the life of the growth of children, as for the meaning, education is to guide all the natural forces that exist in these children, so that they as humans and as members of society can achieve the highest safety and happiness.
3. EFL : EFL is an acronym that stands for English as a Foreign Language and applies to the teaching of English in countries where the majority do not speak English as a means of communication.