

CHAPTER I

INTRODUCTION

A. Background of Study

The issue of character education has been a global matter in the education setting. As what had been reported by Harrison, Morris, Ryan (2016), the issues of character education have arisen in the UK, US, India, China, Taiwan, Canada, Korea, Australia, and Malaysia. Meanwhile, in Indonesia the introductory of character education has since emerged in the introduction of the Curriculum 2013, where the moral values and character are ones of the underlying cores in the education.

Nowadays, Indonesian government has arranged the 2013 Curriculum and every school little by little begin implement this newest curriculum. It means that the source book and the materials also changed to adjust Curriculum 2013. However, the purpose is similar. The students are able to understand and producing various shorts functional and monologue texts, and essay in the form of narrative, descriptive, recount, procedure, report, etc. The materials can be authentic materials, for example from magazine, newspaper, textbook, or etc.

Teacher can collect reading materials from many sources, for instance book. One of the books is the textbook that is usually used at school. In the textbook, provide some reading text that the teacher can use for their students.

The textbook used for teaching English is usually written by some group of people, such as publisher and educator. According to Gebhard (2006, p. 101), materials used in EFL/ESL classrooms are created by four groups of people: publishing companies, government agencies, curriculum development teams at the school level, and classroom teacher.

In Indonesia, textbook is written by publishing companies and they sell it at the market to be bought by teacher or student for their learning media. The Ministry of Education in Indonesia also publishes a textbook. They buy the copyright of the book from the publisher and then they publish it online in order to the teacher can download it and use it as their source material. Before they published this book, they have done the evaluation of this book based on the criteria and containing character values that they have designed. Therefore, this book will usually be claimed compatible with the Curriculum 2013.

Yet, the recent momentum from the Indonesian President Regulation no. 87 of 2017 on strengthening character education further ignites the curriculum reformation, where this, in effect, requires the teacher to explicitly include the character education in their classroom (Indonesia Cabinet Secretariat, 2017). This allows the government to provide the technical guidance in order to embrace and supplement the implementation of character education in both formal and informal education, through various means such as civic education, religious-infused subjects, or any other implementation.

The national education system in *UU RI Nomor 20 Tahun 2003* states that education is objected to develop the students' potency to be faithful and pious men as well as having precious character, healthy, clever, creative, learned, becoming democratic, and responsible citizens. In the implementation of formal education, the optimizing of this objective is formulated with basic competences packed in "Curriculum Based Competence" which is popularly known as *KBK (Kurikulum Berbasis Kompetensi)*.

Character education has a higher meaning than moral education because it is not just teaching what is right and what is wrong. Moreover, character education inculcates good habits so that students become understandable, able to feel, and want to do good conducts. Generally, the introduction of character education can only be seen as the general needs of the current degrading situations in the country. However, as what Arthur (2005) consider that character education should be built on the basis that the characters should be developed, logically used, and internally motivating the users to form their moral identity.

Character is equally meant to be the way of thinking and of behaving that becomes specific characteristic of an individual related to the value of right and wrong, and the value of good and bad. Therefore, character will emerge and become a habit which is manifested in behavior and attitude to continually do the good things in every field of life. Because character is closely related to the value of goodness, character education is a step by step

effort to implant good habits in students' mind to always think and behave based on the value of goodness.

Implanting the value of life can be done by integrating character education in the curriculum or in the lesson material, both explicitly and separately. The achievement of the objective of character education is reflected in the knowledge, behavior, and attitude of students based on the value of goodness included in the lesson material taught. To measure the improvement of students' knowledge, behavior, and attitude based on the value of goodness, are needed an assessment and an evaluation.

Good improvement and evaluation need accurate instruments. It is because accurate instrument will give right information about the improvement of students' character. Thus, the result can be used as a base of its developing effort at school. Assessment is a process to gain information in any form such as knowledge, behavior, and attitude, the difficulty of needs, etc. that can be used as a base of decision making on students, based on the assessment result done by teachers or parents which is reflected continually on the character developing. Assessment can also be used to design a certain learning program.

The integration of values in the formation of character through the world of education requires careful planning for the results in accordance with the expected. The process of cultivating values in character building through education must be well packed and structured that can be implemented

through learning activities. One of the supporting requirements is the textbook, which is reading text. Teaching materials are very helpful for teachers and students in achieving learning objectives.

This research reports on 1) the identification of the need for teaching materials for character education in the context of character education in Senior High School in Banjarmasin, and 2) the identification of teaching materials that have been and are being used by teachers in Senior High School institution in Banjarmasin. The importance of reading has already explained by Allah in the Holy Qur'an (Surah Al-Alaq verse 1-5):

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿96:1﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿96:2﴾ إِقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿96:3﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿96:4﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿96:5﴾

The above verses show how Allah has put the reading obligation of His servants first and by reading, every human being can understand and learn something they do not know. In addition to that, by reading someone can get information from others.

Today the needed graduates should not only be clever in knowledge, but should also be cultured, have high moral standards, and have good character. Thus, the success of an institution is not only measured from its scientific intelligences but also from spiritual and emotional intelligences. Scientific intelligence without good character, behaviour, and attitude will

tend to destroy any thing, and those can be implemented through character education in Curriculum 2013.

Thus far, the researcher has discussed character education in general. However, character education is essential in teaching students to understand, appreciate, and respect multicultural diversity. Based on those statements, the researcher would like to analyse the content of reading materials/text on the textbook and to conduct a research about character education in English reading material for XI graders at MAN 2 MODEL BANJARMASIN that is implementing Curriculum 2013 in teaching and learning process. Besides, during teaching practice two, the researcher had discussed with the English teacher in this school that there are needed inserting character value in English subject especially in reading text material and the researcher curious how the teacher assess and evaluate character value at the end of the lesson.

B. Research Questions

Based on the background of the research, the research problems are:

1. How education character values are inserted in English reading material?
2. How do the teachers assess students' education character value in learning reading?

C. Objective of Study

The general objective of this study is to obtain the description on senior high school reading material in the Indonesian context. The research objectives in this study are:

1. To identify the need for reading materials for character education in the context of character education in MAN 2 Model Banjarmasin, and
2. To define the assessment of character education values in reading materials that have been and are being used by teachers in MAN 2 Model Banjarmasin.

D. Significances of Study

The initial goal of character education is to exemplify good character characteristics for students (Skaggs & Bodenhorn, 2006). The significances of this research were expected to provide some advantages of Character education in English reading material. The significances of this research are:

1. For the teachers as the subject of this research in the school, it is expected that the teachers could define their own assessment of character education values.

2. For the students in the school, it is expected that the students would take the advantages of the research. They could implement the character education values that are inserted explicitly or implicitly in the reading material and it can be reflected in their real live.

E. Definition of Key Term

For the purpose of this research, the following terms and definitions will stay consistent throughout the research.

1. Character education

Character education is a set of moral values and behaviour which inserted in the lessons or activities that develop students' character to always think and behave based on value of goodness, involves: religious, honest, tolerance, discipline, work hard, creative, independent, democratic, curiosity, the spirit of Nationality, love homeland, rewarding achievement, friendly/communicative, love peace, joy of reading, environmental care, social care, and responsibility.

2. Reading Material

Written or printed matter that can be read which containing ideas, facts, data, etc., that may provide the basis for some integrated work.