

CHAPTER I

INTRODUCTION

A. BACKGROUND

During the pandemic period where every school is required to study remotely or what can be called online learning. Character education for a nation is something that cannot be separated from the progress of a nation. One of the indicators of a nation's excellence is its educational system. the standard of education provided by a nation that would subsequently succeed it. As a result, we may assert that a nation's situation would closely correlate to the quality of its educational system.

Education is essentially a way of transforming knowledge from a teacher to students through an activity that is often referred to as learning that takes place in schools both in formal and non-formal settings. In accordance with Law No. 20 of 2003 concerning the National Education System, education is a deliberate and planned effort to establish a learning environment and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation, and state.

According to Sachar (2015) The function of the teacher is crucial in developing pupils' character since they serve as role models for them. They must be honest when they teach truth, love when they teach love, honest when they teach honesty. Through

this, the teacher instills values into students' children to build good character and develop their personality as a learner as a whole. In addition, the teacher is considered a person who plays a role in guiding, encouraging, listening and stimulating the analysis the owner of the right to get the attention needed.

This is considering that Students are the nation's assets or resources, and they must be educated and nurtured in order to perform at their highest potential. To promote their holistic growth throughout all spheres, including the physical, mental, social, emotional, and spiritual, they must receive the correct care. This is very important to build a strong and honorable nation. Majid et al (2014) said that in this case, teachers are trusted to educate students, so teachers are required to have good character to support and accommodate the learning needs of their students. However, teachers are still limited by the environmental conditions in which they work. Thus the working conditions can degrade the contact between teachers and students. If that happens then, it is the opposite of what is believed and needed to make students' character better.

In accordance with the Qur'an Fussilat verse 33-35 :

٣٣ الْمُسْلِمِينَ مِنْ إِنِّي وَقَالَ صَالِحًا وَعَمِلَ اللَّهُ إِلَيَّ دَعَا مِمَّن قَوْلًا أَحْسَنُ وَمَنْ

وَلِيٌّ كَأَنَّهُ عَدُوٌّ وَبَيْنَهُ بَيْنَكَ الَّذِي فَإِذَا أَحْسَنُ هِيَ بِأَلَّتِي أَدْفَعُ السَّيِّئَةَ وَلَا الْحَسَنَةَ تَسْتَوِي وَلَا

٣٤ حَمِيمٌ

٣٥ عَظِيمٌ حَظٌّ ذُو إِلَّا يُلْقَاهَا وَمَا صَبَرُوا الَّذِينَ إِلَّا يُلْقَاهَا وَمَا

Based on that verse as a teacher to pay attention to the duties and responsibilities as educators to apply values and norms to students so that they become human beings with noble character and increase the enthusiasm and competitive learning of students in a conducive environment.

There are numerous values that can be created and imparted to students. It is required to categorise them in order to distribute them among all subjects as a result. Because of this, each course prioritizes teaching its own key characters to the students. It focuses on the integration of the fundamental principles that must emerge in the many subjects. According to the government's rule, it does not imply that one topic is restricted from using certain characters. Kemdiknas (2010) stated the main values of each lesson are picked depending on how closely the traits of each subject resemble each other.

English is a subject taught in schools, and it has its own character qualities that should be fostered during learning activities. These moral principles were developed to boost language learning success. Because when people study a language, they learn how to use it properly and politely as well as how to master its skills. People typically learn and utilize languages purely for academic purposes or to express their ideas, beliefs, and thoughts. Beyond those uses, language is also employed to convey social standards, moral principles, and even emotions. There are eighteen character values that should be developed by the school to strengthen the implementation of character education. They are: (1) Religious, (2) Honesty, (3) Tolerance, (4) Discipline, (5)

Hardworking Ethos, (6) Creativity, (7) Independence, (8) Democratic Citizenship, (9) Curiosity, (10) The Spirit of Nationality, (11) Love the Country, (12) Rewarding Achievement, (13) Friendly / Communicative, (14) Love of Peace, (15) Reading Interest (Curriculum and Books Center, 2011).

Each value has unique indicators and definitions. These definitions and indicators include a selection of values that can be chosen and used in instructional materials for teaching English. Values, however, are not restricted by the government. There are additional values that teachers could introduce.

The government's moral standards serve as examples to help people understand them thoroughly. These principles are generated via the teaching and learning process rather than being taught. It means that teachers no longer have to explain to pupils the moral lessons that may be drawn from particular chapters of the lessons, since they have already included those moral lessons into the teaching and learning process. Through activities in the classroom, they use the resources to foster values and support students' character development.

On this occasion, character values and language acquisition are combined. One of the language lessons or learning opportunities offered in schools is English. English is taught to the students as a foreign language. The teacher is required to incorporate those values into the students' study of English, so to speak. Additionally, they could serve as a role model for integrating such beliefs.

In conclusion, this research tries to investigate the character values through teachers' roles in the English teaching and learning. Information about the character education values can be used for seeking insight ways on how the teacher integrate those values. Information also can be used to find character values contain in English material. It means the teacher can integrate the values through the materials they use in the online classroom activities.

A. Research Question

1. What teacher roles' used to internalize character values in the teaching and learning English?
2. What character values are included through teachers' roles in the teaching and learning English?

B. Objective of Study

1. To describe what teacher roles' used to internalize character values in the teaching and learning English.
2. To find character values through teachers' roles in the teaching and learning English.

C. Significance of Study

1. The researcher

For researcher, this research is useful to find out more about the concept of character educational and add educational insight and give some information about how to internalize educational character values.

2. The teacher

For teacher, this research can be a references for teacher about how to a form character values to students with various teacher roles in learning and find out what character values need to be developed through learning.

3. The student

For students, this research could give some knowledge and perception to students how important character is for themselves as individuals and social who are good viewpoint within the school and in society.

D. Definition of Key Terms

Character values

In an effort to mold students' personalities and instill the proper principles to support students' abilities to make good and bad decisions in choosing attitude, teachers internalize character values into their lessons. The 18 character traits found by Kemendiknas in this study include curiosity, nationalism, patriotism appreciation, friendliness, communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility.

Teacher

a person who implements educational activities in a classroom with the goal of realizing the mission and vision of the school through careful planning that follows to the 2013 curriculum.

Teacher roles

As a teacher with various roles that have been planned with different targets to internalize character values to students so that they can develop students'

characters. who are creative, capable, innovative and have a good attitude with the roles of teachers such as resource, facilitator, organizer, demonstrator, tutor, motivator and evaluator.

Online Class

Is where the students study online without face-to-face with the help of the technology and to internalizing character values into students by online class where the teachers and students hold classes without face-to-face but can communicate via chat or video conference.