

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

According to *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 1) Character building is an effort to uphold the Indonesia Pancasila's and the opening of UUD 1945 values. This is conducted as there occur some national problems such as: disorientating and misunderstanding of *Pancasila's* values; the limited of unit wisdom properties in applying *Pancasila's* values; decreasing of cultural values and ethic in society; national disintegration; and decreasing nation independency:

*Pembangunan karakter yang merupakan upaya perwujudan amanat Pancasila dan Pembukaan UUD 1945 dilatarbelakangi oleh realita permasalahan kebangsaan yang berkembang saat ini, seperti: disorientasi dan belum dihayatinya nilai-nilai Pancasila; keterbatasan perangkat kebijakan terpadu dalam mewujudkan nilai-nilai Pancasila; bergesernya nilai etika dalam kehidupan berbangsa dan bernegara; memudarnya kesadaran terhadap nilai-nilai budaya bangsa; ancaman disintegrasi bangsa; dan melemahnya kemandirian bangsa. Buku Induk Kebijakan Nasional Pembangunan Karakter Bangsa 2010-2025 in Pedoman Pelaksanaan Pendidikan Karakter (Character Education Implementation Guidelines) (2011: 1).*

According to *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 1) to achieve the goal of character development which is described on *Pancasila*, and *UUD 1945*, the Indonesia government includes character building as one of the program priorities in

national building. Implicitly, the spirit is described in *Rencana Pembangunan Jangka Panjang Nasional (RPJPN)* on 2005- 2015 where character building is placed as a basis in reaching of national building vision, that is creating society who have good attitude, moral, ethic, culture like *Pancasila's* value:

*Untuk mendukung perwujudan cita-cita pembangunan karakter sebagaimana diamanatkan dalam Pancasila dan Pembukaan UUD 1945 serta mengatasi permasalahan kebangsaan saat ini, maka Pemerintah menjadikan pembangunan karakter sebagai salah satu program prioritas pembangunan nasional. Semangat itu secara implisit ditegaskan dalam Rencana Pembangunan Jangka Panjang Nasional (RPJPN) tahun 2005-2015, di mana pendidikan karakter ditempatkan sebagai landasan untuk mewujudkan visi pembangunan nasional, yaitu "mewujudkan masyarakat berakhlak mulia, bermoral, beretika, berbudaya, dan beradab berdasarkan falsafah Pancasila." Pedoman Pelaksanaan Pendidikan Karakter (Character Education Implementation Guidelines) (2011: 1).*

According to *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 2) Character building education conceptually aims to develop Indonesian people to be strong, competitive, noble, tolerance, teamwork oriented, patriotic, dynamic, knowledge-oriented of science and technology which are all of them are based on the belief to God as stated by *Pancasila*. Character building education functions to (1) develop the basic potential of good character, good minded, and behavior, (2) strengthen and build a multicultural of nation behavior, (3) increase civilization as a competitive nation. Character building education is done through various media that include family, educational units, civil society, political society, government, business, and the mass media:

*Pendidikan karakter pada intinya bertujuan membentuk*

*bangsa yang tangguh, kompetitif, berakhlak mulia, bermoral, bertoleran, bergotong royong, berjiwa patriotik, berkembang dinamis, berorientasi ilmu pengetahuan dan teknologi yang semuanya dijiwai oleh iman dan takwa kepada Tuhan yang Maha Esa berdasarkan Pancasila. Pendidikan karakter berfungsi (1) mengembangkan potensi dasar agar berhati baik, berpikiran baik, dan berperilaku baik; (2) memperkuat dan membangun perilaku bangsa yang multikultur; (3) meningkatkan peradaban bangsa yang kompetitif dalam pergaulan dunia. Pendidikan karakter dilakukan melalui berbagai media yang mencakup keluarga, satuan pendidikan, masyarakat sipil, masyarakat politik, pemerintah, dunia usaha, dan media massa. . Pedoman Pelaksanaan Pendidikan Karakter (Character Education Implementation Guidelines) (2011: 2)*

According to *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 11) Character building education is a unit of curriculum educational programs. Therefore, the document of character education program is integrated into the *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. In other words, character building education must be included in the curriculum starting from the vision, mission, purpose, structure and content of curriculum, educational calendar, syllabus, lesson plan (*RPP*):

*Pendidikan karakter merupakan satu kesatuan program kurikulum satuan pendidikan. Oleh karena itu program pendidikan karakter secara dokumen diintegrasikan ke dalam kurikulum tingkat satuan pendidikan (KTSP). Dengan kata lain, pendidikan karakter harus tertera dalam KTSP mulai dari visi, misi, tujuan, struktur dan muatan kurikulum, kalender pendidikan, silabus, rencana pelaksanaan pembelajaran (RPP). Pedoman Pelaksanaan Pendidikan Karakter (Character Education Implementation Guidelines) (2011: 11).*

According to *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 4) the process of character building

education is based on psychological totality which includes all human potential (cognitive, affective, and psychomotor) and function in the context of the totality of sociocultural interaction within the family, education units, and community:

*Proses pendidikan karakter didasarkan pada totalitas psikologis yang mencakup seluruh potensi individu manusia (kognitif, afektif, psikomotorik) dan fungsi totalitas sosiokultural dalam konteks interaksi dalam keluarga, satuan pendidikan, dan masyarakat. Pedoman Pelaksanaan Pendidikan Karakter (Character Education Implementation Guidelines) (2011: 4).*

Designing teaching learning involves the implementation of cultural education and nation characteristic. In English teaching learning, there are some characteristics that should be focused. According to Sulistyowati (2011: 12), there are some basic character building values which should be integrated in the English teaching- learning process, namely; appreciation to togetherness sociality, politeness, confidence, independence, cooperation, obedience social rules.

*KTSP* curriculum integrates Character building education. Actually, the appropriate lessons for the implementation of character building are PKn and religion lesson because the purpose of this lesson is to educate the next Indonesian generations who have good spiritual and attitude which is suitable with *Pancasila* and *UUD 1945* values. However, character building can also be done through language teaching, especially English. Thus, the writer conducts a research entitled: *The Study on Character Building in English Teaching Learning to the Second Year Student of PPMI Assalaam Sukoharjo.*

## **B. Limitation of the Study**

This research focuses on English teaching learning to the Second Year Student of *PPMI Assalaam Sukoharjo* as the data source and the objectives are to study the process or procedure on Character Building in English teaching learning. This data will be analyzed using *PERMENDIKNAS RI no 41 Tahun 2007 tentang Standar Proses* (The Regulation of the Minister of National Education Republic of Indonesia No. 41 Year 2007 on the Standard Process), and *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines).

## **C. Problem Statement**

Based on the statements above, the researcher formulates the research problem as the following.

1. What are the teachers' concepts of making Lesson Plan based on Character Building to the second year student of *PPMI Assalam Sukoharjo*?
2. How is the process of English teaching learning based on Character Building concept to the second year student of *PPMI Assalaam Sukoharjo*?
3. What are the problems found in English teaching learning based on Character Building concept to the second year student of *PPMI Assalaam Sukoharjo*?

## **D. Objectives of the Study**

Based on the research problems, the researcher has the following objectives.

1. To describe the teachers' concepts of making Lesson Plan based on Character Building to the second year student of *PPMI Assalaam Sukoharjo*
2. To describe the process of English teaching learning based on Character Building concept to the Second Year Student of *PPMI Assalaam Sukoharjo*
3. To identify the problems found in English teaching learning based on Character Building concept to the second year student of *PPMI Assalaam Sukoharjo*

#### **E. Benefit of the Study**

In this research, the writer hopes that this research gives some benefits.

##### **1. Practical Benefit**

- a. The finding of this research will be useful for teacher trainees who are interested in analyzing English Teaching Learning based on character Building.
- b. It will give an experience and clear understanding about the process of English Teaching Learning based on character Building to the readers.
- c. It will give contribution to the English teacher and can be a reference to improve their ability and competence in teaching English especially in English Teaching Learning based on character Building.

##### **2. Theoretical Benefit**

- a. For the writer, he can get the larger knowledge and experience about teaching English especially in English Teaching Learning based on character Building.

- b. For the readers, they will get a large knowledge about teaching English especially in English Teaching Learning based on character Building.
- c. For the other researchers, the result of this research can be used as a reference for those who want to conduct a research in English Teaching Learning based on character Building.

## **F. Research Paper Organization**

The writer divides this research paper in to five parts, they are : chapter 1 consists of introduction, background of study, previous study, limitation of the study, problem statement, objective of the study, benefit of the study and research paper organization. Chapter 2 presents underlying theory, notion of character building, notion of syllabus, notion of lesson plan, and realization of teaching learning. Chapter 3 deals with research method, setting of research, types of research, object of research, data and data source, method of collecting data, and method of analyzing data. Chapter 4 is research finding and discussion. The research finding elaborates the concepts in making Lesson Plan based on Character Building to the second years student, the processes in English Teaching Learning based on Character Building concept to the Second Years Student, and the problems that are found in English Teaching Learning based on Character Building concept to the Second Years Student of *PPMI Assalaam Sukoharjo*. Chapter 5 is conclusion and suggestion.