

## CHAPTER I

### INTRODUCTION

#### A. Background

The existence of a nation is determined by the character they have. Only the nation with a strong character is able to make itself as the nation's dignity and respected by other nations (Dikti, 2009: 2). Therefore, become the nation with a good character is our desire. Actually, the desire to be a nation that has character has long embedded in the nation of Indonesia. The founders of this nation put the desire on the 1945 opening of the second paragraph. The founding fathers realized that only by becoming an independent nation, united, sovereign, Indonesia becomes the nation with dignity and be respected by other nations.

On the reform era, the desire to build character of nation continued to flare along with the emergence of political euphoria as the dialectic of the collapse of the old regime. The desire to be a democratic nation, free from corruption, collusion and nepotism, respects and obeys the law are some of the desired character of the nation in civic, state and nation. However, the fact shows the opposite phenomenon. Horizontal and vertical conflicts are characterized by violence and unrest appeared everywhere, accompanied by the spirit of regionalism and primordialism that could threaten the nation integration.

Among students, the moral decadence is no less alarming. Crashing behavior ethical, moral and legal from mild to severe are often displayed by students. The habit of cheating on a test or exam still being done. The desire to pass the national exams with the easy way and without any hard work causes them to try to find answers in a unethical way.

Appalling conditions, of course, disturbs all the components of the nation, including the president of the Republic of Indonesia. President Susilo Bambang Yudhoyono looked at the need for character development at this time.

For it is necessary to find the best way to build and develop the human character and Indonesia in order to have a good character, excel and glorious. Appropriate effort for it is through education, because education has a crucial and central role in the development of human potential, including mental potential.

The Law No. 20 of 2003, Article 50, Paragraph (3) stated that "the Government and / or the local government held at least one unit of education at all levels to develop a set of international education". National education system has stressed that the national education serves to develop skills and forms the character and civilization of the nation's dignity in the context of the intellectual life of the nation, aimed at developing the potential of learners in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and

become democratic citizens and responsible. However it seems that educational efforts undertaken by the institution and other institutions have not fully directed attention on efforts to achieve national education goals.

Government Regulation No. 17 of 2010 on the Management of Educational Implementation of Article 17 Paragraph (3) states that basic education aimed at building a foundation for the development of potential learners in order to become a human being (a) faithful and devoted to God Almighty, (b) noble personality, (b) knowledgeable, competent, critical, creative, and innovative; (c) healthy, independent, and confident; (d) tolerant, sensitive to social, democratic, and accountable. Accordingly, it is clear that the purpose of education at every level is related to character formation of students.

Facts on the ground show that the lessons that developing nations character such as *Pancasila* and Civic, Religious Education, and Social Sciences more emphasis on cognitive rather than affective and psychomotor aspects. In addition, assessments in subjects related to value education have not been measured the students' personal intact totally.

Student development activities that had held the school is one of the potential media for character education and academic quality improvement for learners. Character education in school is also strongly associated with the management or school management. Management includes the values that need to be instilled, curriculum, learning, assessment, educators and

education personnel, and other related components. Thus, the school management is one of the effective mediums in character education in school.

This is also done by State Owned Elementary School Cemara Dua Surakarta. This school is one of the pioneering of international standard school in Surakarta. Such accomplishments achieved by students in academic and non academic. As the pioneering of international standard school, this school manages character education to enhance the quality of the learner.

Schools implement character education with a variety of approaches, namely through the integration of subjects and habituation. Accordingly, the writer is interested to learn about the management of character education at State Owned Elementary School Cemara Dua Surakarta.

## **B. Research Focus**

Based on the research background, this study has a focus on how the management of character education at State Owned Elementary School Cemara Dua Surakarta?. The focus consists of two subfocuses.

1. How are the characteristics of instilling the character education at State Owned Elementary School Cemara Dua Surakarta?
2. How are the characteristics of the development of character education at State Owned Elementary School Cemara Dua Surakarta?

### **C. Research Objective**

There are two objectives to be achieved in this study.

1. Describing the characteristics of instilling the character education at State Owned Elementary School Cemara Dua Surakarta.
2. Describing the characteristics of the development of character education at State Owned Elementary School Cemara Dua Surakarta.

### **D. Research Benefit**

This research is expected to provide a lot of benefits for the parties concerned in the management of character education in schools.

1. Theoretical benefit
  - a. As a contribution to the development of scientific thought and character education.
  - b. As the consideration of exposing the students' moral problems that need further study.
2. Practical benefit
  - a. For the Department of Education, it can serve as guidelines in making education policy for the development and enhancement of creativity, especially related to the cultivation of the values of character education.
  - b. For the principal, it can be a cornerstone in improving motivation and supervision of the management of character education.

- c. For Teachers, it can motivate to continue to improve the teaching skills and participation of teachers in instilling the values of character education.

#### **E. Glossary**

1. The character education material is a material that contains a set of values of character education.
2. Cultivation of character education is a series of activities or efforts made to implant, and provide an understanding so that students can learn about the educational value of the character and apply it in everyday life.