

# CHAPTER I

## INTRODUCTION

### **A. Research Background**

The 21st century is characterized by the advance of science and technology that could change the human life. This era is called the globalization era. Although it is realized that there are no person who know exactly how the real figure of the globalization era. But it is unique when the globalization spread around the world, many people are busy preparing the prevention steps to the possibilities.

One of the possible impacts of the condition is the shift of the human life values whether as a person, community, nation and state. As the example is the confusion of understanding on issues of decency, courtesy, discipline, honesty, fairness, as well as the emergence of an individualistic life, tend to be less concerned for others, caring and national solidarity felt increasingly neglected.

Negative effects on the global era were not unstoppable in the social life of our society. There are many pornographic films from VCD, DVD, internet, TV, and parabola watched by the young generation from their cubicle rooms. The soap opera also increases the spread of negative values and does not educate. The skimpy outfits and violence are favored by the younger generation.

From the above description, it seems clear that the social and cultural globalization is increasingly becoming a threat that could erode values, as well as local and national cultural norms. Indeed, we must be vigilant in this era, Firdaus (Directorate of Islamic School Education, the Religious Ministry, 2010: 5). In this globalization era, communities are required to be able to empower themselves and be creative, to be able to compete with other nations without losing culture and its identity as a cultured nation, religion and dignity (The 1945 Constitution of Republic of Indonesia, article 1, paragraph 3).

So that in many lives, it has been set either in the form of norms, regulation and law that are more explicit, but the law has not been able to prevent the crime in society, especially in education. The education system in Indonesia seemed not been able to be a tool to create an intelligent Indonesian both spiritually, socially and intellectually. According to the team from the directorate of Islamic School education (2010: 10), a number of educational observers, our education has not been able to create superior individuals, honest, responsible, noble and humane.

Law Number 20 of 2003 on National Education System, Article 3 states that:

"National Education serves to develop skills and form 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 who is faithful and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become a democratic and responsible citizen (National Education Law, 2005: 5)."

From the formulation of educational objectives then it is used as the foundation of the implementation of character education. Lately, it looks increasingly evident that education without character produces educated individual, but their behavior as the primitive (Directorate of Islamic School Education Ministry of Religious Affairs, the notion of character education in Islam, 2010: 29). Many intellectuals and scholars apply and act immoral, illogical, pursuit of material well-being with corruption, manipulation, etc.. That is why the education needs to be integrated into the subjects at any level of education.

The formulation of an agreed vision, then elaborated into a mission. The mission is the formulation of goals to be realized really (Domi Kusuma, 2010: 158).

## **B. Research Focus**

Starting from the research background, the focus of this study is "How are the characteristics of the character education management at *SMP Negeri 3 Salatiga?*", with subfocuses as follows:

1. How are the characteristics of an integrated management of character education through learning at *SMP Negeri 3 Salatiga?*
2. How are the characteristics of an integrated management of character education through management at *SMP Negeri 3 Salatiga?*

3. How are the characteristics of an integrated management of character education through students' development activity at *SMP Negeri 3 Salatiga*?

### **C. Research Objective**

Based on the previous research focus, this study has three objectives as follows.

1. Describing the characteristics of an integrated management of character education through learning at *SMP Negeri 3 Salatiga*.
2. Describing the characteristics of an integrated management of character education through management at *SMP Negeri 3 Salatiga*.
3. Describing the characteristics of an integrated management of character education through students' development activity at *SMP Negeri 3 Salatiga*.

### **D. Research Benefit**

This research paper is expected to be able to provide theoretical and practical benefits for the management of character education at *SMP Negeri 3 Salatiga* as follows.

1. Theoretical Benefit

This research paper is expected to give a clear description of the management of Character Education at *SMP Negeri 2 Salatiga*.

## 2. Practical Benefit

This research paper is expected to give a thinking contribution of the importance of the implementation of character education management at *SMP Negeri 2 Salatiga* through learning, school management and student's development so the better enhancement, improvement and development of educational management can be reached.

## E. Glossary

Character education is the efforts that are designed and carried out systematically to inculcate behavior values to learner related to God Almighty, self, neighbor, neighborhood, and nationality embodied in the thought, attitude, feeling, word, and action based on religious norms, law, manners, culture, and customs.

Character education through learning is the introduction of values, the facilities of gaining awareness of the importance of values, and the internalization of values into everyday learner behavior through the learning process, which takes place both inside and outside the classroom in all subjects.

Character education through the management is the utilization and empowerment of all resources (human and other resources) through a process and approach in order to achieve the objectives efficiently and effectively.

Character education through student development activities are educational activities outside of class hours devoted to helping the

development of students, according to their need, potential, talent, and interest through activities that are specifically organized by educators or the capable and authorized education personnel in school.