

BAB I INTRODUCTION

1.1 Research Background

According to (Lickona, 2004), strengthening character is an educational path for develop and shape the positive character of individuals. Strengthening character involves the formation of moral and the basis of good behavior is used as ethical values, such as honesty, discipline, responsibility, cooperation, and empathy. The purpose of character education is to help individuals become responsible, honest citizens and have a positive impact. Strengthening character is one of the goals of national education, This serves to develop abilities and shape character that is noble and civilized, without deviating from the context of national education, which aims to develop students' potential into individuals who are more faithful to God, virtuous, capable, highly knowledgeable, and possess high levels of creativity, as well as becoming responsible citizens with a democratic spirit (Nurlaida Khotimah, 2019). Character education is very much needed, as said by Lickona (2004), who argues that character education is needed at this time when character phenomena around the world have eroded due to globalization and the rapid democratization of technology faced today. Character education is the first step to touching the values of character and life, starting from the family and extending to religious communities, youth organizations, businesses, governments, and even the media, with the hope of being united in upholding their own country and culture (Lickona, 2004). However, character education is not an easy thing. States that good character education must be imitated, supervised, and guided by school principals, teachers, coaches, advisors, parents, and community members. Character education has 5 core values, namely Religion, Nationalism, Mutual Cooperation, Integrity, and the last one is Independence. According to (Kemendikbud, 2017), strengthening this character has 6 benefits, one of which is that students are expected to prepare students to compete with competencies in the 21st century (critical thinking, creativity, ability to communicate, and collaboration. Therefore, character education, by implementing the 5 core values, is expected in preparing for future competitions.

Where quality education efforts are not only pursued by the government, other parties have also taken part in improving education (Alifah, 2021). Also, the socio-

cultural which becomes the support for the education sector, is an indicator of the high demand for government spending on education (Klara, 2017). But in general, the expectations of the education community are meaningful, as can be seen by the community trying to compete to find the best school for their children (Alifah, 2021). Because the quality of education will determine the quality of education of graduates themselves. Without quality education, there is little hope of obtaining quality human resources (Alifah, 2021). Therefore, to produce quality human resources, the presence of professional lecturers or teachers will affect the teaching and learning process, which is good and right. With this, the teacher as a teacher will have a very important role.

Education has a great responsibility in the development of the younger generation (Hasanah, 2013). On that basis, all education stakeholders must give greater attention and assistance to students in sharpening patterns of thought and behavior that follow the law. For this, teachers have a key role in implementing policies such as the 5 core values. Teachers have a large enough role in shaping the character of students (Hasanah, 2013). Back again with the initial goal of character education, is to encourage the birth of good students, who have interesting personalities, and are ethical, unpretentious, honest, intelligent, caring, and tough.

One other solution is to apply the 5 core values, Activities are carried out both in school and outside the classroom under the supervision of teachers. Therefore, the implementation of character education must involve all parties, including schools and teachers. Character education is a form of education that not only develops intelligence and character but also develops noble morals, so that their existence as members of society becomes meaningful both for themselves and for others (Sutjipto, 2011). Character education with the application of these 5 core values will be one of the targets. The Ministry of Education prioritizes 5 core values that are considered related to the strength of a person's moral character or student behavior. Character education becomes a corridor for the realization of a strong and positive mental attitude (Sutjipto, 2011). After that, teachers must also know how to learn and students' learning styles so that they can apply appropriate methods and approaches to their students (Rahmayani et al., 2021). Therefore, all the application of the 5 core values at SMPN 3 Sukasada by looking at the typical values, both character, morals, or personality of a person that is used as a way of

looking, thinking, acting, speaking, and behaving in everyday life to improve learning outcomes, with the first step to see how the teacher's implementation of it is very suitable to be applied at SMPN 3 Sukasada with an environmental character that is thick with culture and society (Rahmayani et al., 2021). It can be concluded that the use of the 5 core values in education is a very good foundation, especially in learning English, which is one of the best solutions in its application.

A study related to the 5 core values explained that students need to know the relevance of learning in everyday life and its relevance in social life. This is important for students to be able to understand their culture better (Putri et al., 2020). However, based on the interviews conducted, teachers revealed a number of factors that hindered the optimal implementation of technology in the classroom. These included external challenges such as the excessive use of tools like ChatGPT by students, the limited availability of learning materials due to discrepancies in the number of textbooks between academic years, and various other obstacles experienced by both teachers and students in applying the five core values during classroom instruction. This gap can be utilized by the next researcher to answer whether teachers can use and apply the 5 core values so that students can understand the material quickly by using things that happen around them, and at the same time, practice their character values. From what is described above, this study aims to find out how teachers implement the 5 core values in English language learning at SMP 3 Sukasada.

1.2 Problem Identification

Class situations and conditions are components of importance in supporting the literacy skills of students. School infrastructure, human resources, organization, and management have a significant influence on the achievement of student literacy (Putri et al., 2020). Therefore, what has been explained in the background of the research is to know the teacher's Implementation of the 5 core values, including:

- 1.2.1** Students need to know the relevance of learning in everyday life as well as its relevance in social life; this is important for students to be able to understand their culture better (Putri et al., 2020). By using the relevance of their daily life with learning, students can quickly grasp the knowledge given by the teacher;

therefore, are teachers aware of this small thing in the application of their teaching method?

1.2.2 Challenges such as the excessive use of tools like ChatGPT by students, the limited availability of learning materials due to discrepancies in the number of textbooks between academic years, and various other obstacles experienced by both teachers and students in applying the five core values during classroom instruction (Primasari et al., 2021).

1.3 Research Questions

1. How do English teachers integrate the value of character education in class into their learning?
2. What are the challenges faced by English teachers in implementing the 5 core values in the classroom?
3. What strategies have been implemented by the teachers to tackle the challenges of implementing the 5 core values in the classroom?

1.4 Research Objectives

The theoretical significance of this research is to examine how teachers can implement the 5 core values in classroom learning, especially in English subjects.

1.5 Research Significance

Research Significance: It is theoretically expected to provide another perspective to teachers in the application of the 5 core values, especially in the classroom environment. In practical terms, it is hoped that this research will provide A new perspective on how English teachers apply the five core values in the classroom, so that the implementation of the 5 core values in the classroom runs smoothly. The benefit is that the teacher has a way of dealing with applying the 5 core values in class later.

1.6 Research Scope

This study focuses on teachers' Implementation of the 5 core values as an intermediary in their teaching in the classroom. According to the goals of the 5 core values (Hasanah,

2013), Character education encourages the generate of good people, with attractive and ethical personalities, who are humble, honest, intelligent, caring, and resilient.. These 5 core values are also specifically formulated to encourage students to have what is contained in the 5 core values. The 5 core values are devoted to training Indonesian youth, where the teacher will play the role of teacher, catalyst, liaison, facilitator, and goalkeeper (Kemendikbud, 2017). The 5 core values will later be applied in class and activities outside the classroom as well (extracurricular).

