

## CHAPTER I

### INTRODUCTION

This chapter presents background of the study, problem identification, limitation of the study, research questions, purpose of the study, and significance of the study.

#### **1.1 Background of the Study**

According to Fin, Fish, & Scott (as cited in Bayhan, T. & Dalgic, 2016), students' disruptive behavior was caused by individual personality (motivation and self-control) and environment (an adult or a friend as a model). Following this matter, education plays a significant role in developing students' good character (Al-Smadi, 2017). Teachers can implement character education programs to develop students' good characters (Lickona, 2012).

Character education refers to a deliberate effort to develop students' good character in its cognitive, emotional and behavioural dimension (Berkowitz & Hoppe, 2009; Katılmış, Ekşi, & Öztürk, 2011; Katılmış, Ekşi, & Öztürk, 2011; Lickona, Schaps, & Lewis, 2001; McElmeel, 2002; Pala, 2011)). The keyword of the statement above is deliberate or intentional. Intentionally means doing things with reasons or purposes (Slavin, 2006). It means every single activity should purposely develop students' good character. Teachers can teach character education by giving examples and direct explanations (Lickona, 2012).

Many studies explained the strategies that can be used by the teacher to implement character education at school. First study conducted by Khoury (2017). The results of this study showed that teachers implemented a character education program by providing professional development, presenting an explicit agenda that focuses on morality, ethics, and clear values, promoting family involvement, providing mentors and role models, and integrating character education into the school curriculum. Additionally, the result of the study showed some indicators of the effective character education program. Those indicators are the improvement of students' behaviour, rare disciplinary office referrals, and safe school environment.

Second study was conducted by Corzo & Castañeda (2017) in Manizales, Columbia. This study aimed to investigate the way to promote respect in learning a foreign language in a public school. The result showed that classroom activities became an alternative to develop students' character.

Zurqoni, Retnawati, Arlinwibowo, & Apino (2018) also conducted another study about character education implementation. The result showed that senior and vocational high school teachers implemented character education by designing a character education program, providing role models, habituation, and reinforcement.

Another study was conducted by Budiarta, Artini, Seken, & Santosa (2018). The result revealed that the teacher planned character education by inserting the values in the lesson plan. However, only 55% of the character values were implemented by the teacher in the learning process. Additionally, the teacher used a performance rubric and diary to record students' character development.

Moreover, character education becomes a priority in the Indonesia curriculum and schools are expected to be able to contribute to character development. Therefore, nowadays, Indonesian teachers are expected to be able to implement character values in every subject including English.

Based on preliminary observation, the researcher found that SMAN Bali Mandara has implemented a character education program. SMAN Bali Mandara is a boarding school located in Buleleng, Indonesia. Students have done various activities based on school regulations and schedule. Living in the dorm also gives them chance to develop positive habit. It is because boarding school provides more time and better circumstances, and teacher can easier to observe students behaviour because they live in school area during and after school hours (Urban, 2007).

Moreover, the students at this school have many outstanding academic and nonacademic achievements. According to official website of [smanbalimandara.sch.id](http://smanbalimandara.sch.id), there are many achievements in district, regency, province, national, and international levels. Those triumphs cannot be achieved without the balance between cognitive ability and positive character of learners (Zurqoni, Retnawati, Apino, & Anazifa, 2018).

Additionally, this school also has programs to develop students' character, such as Pathway to Leadership (PTL) and Life-Long Learning (LLL). Pathway to Leadership (PTL) is program in which to provide knowledge for the students as future leader. Meanwhile, Life-Long Learning (LLL) is a program in which give students knowledge to develop their personal qualities.

Regarding this matter, the researcher conducted the study intended to explore how an English teacher of SMAN Bali Mandara plans character education, implements character education, and assesses the development of students' character. Then, the result of this study can be in the form of beneficial information about the implementation of character education and can be a model for other teachers to implement character education program at school.

## 1.2 Problem Identification

Based on the research background above, the researcher found some facts in the field that made the researcher interested in this topic. Those facts were mentioned below.

First is this school provides dormitory for its students. Therefore, students conduct various activities based on regulations and schedules. Boarding school provides more time and better circumstances, and teacher can easier to observe students behaviour because they live in school area during and after school hours (Urban, 2007).

Second is students' academic and nonacademic achievement. According to official website of [smanbalimandara.sch.id](http://smanbalimandara.sch.id), there were many wonderful achievements in district, regency, province, national, and international levels. Some of the most spectacular triumphs are: Asian science camp participant at Tsukuba, Japan; Bronze medal for the International Conference of Young Scientist (ICYS) at Belgrade, Belgia; and Silver medal for the Asian Pacific Conference of Young Scientist in Taiwan. These outstanding achievements are the

result of the balance between cognitive ability and positive character of learners (Zurqoni, Retnawati, Apino, et al., 2018).

The next third point is this school has extraordinary programs, such as Pathway to Leadership (PTL) and Life-Long Learning (LLL). Pathway to Leadership (PTL) is program in which to provide knowledge for the students as future leader. Pathway to Leadership (PTL) comprises some activities, such as leadership, entrepreneurship, and outreach. Meanwhile, Life-Long Learning (LLL) is a program in which give students knowledge to develop their personal qualities. It consists of some activities, such as adversity and spirituality, character development, life perspective, relationship and communication, love and marriage, collage academic, career selection, and managing finance.

### **1.3 Limitation of the Study**

This study focused on the teaching and learning process of character education in a senior high school that involved the teacher's way of planning, implementing and evaluating character education. Moreover, the focused character values to be analyzed are respect or tolerance and responsibility. It is because these characters are fundamental characters that are implemented universally (Lickona, 2012).

#### 1.4 Research Questions

From the research background, there are three research questions. Those are:

1. How does the teacher plan character education?
2. How does the teacher implement character education?
3. How does the teacher assess the development of students' character?

#### 1.5 Purpose of the Study

Based on the problem statement above, the purposes of this study were to explore teaching and learning process that involved the way teacher planned, implemented, and evaluated character education. Therefore, it could give model for other teachers about the ideal character education implementation at school.

#### 1.6 Significance of the Study

This study is expected to give beneficial contributions theoretically and practically to the readers. Its significance can be described as follows

##### 1.6.1 Theoretical Significance

The results of this study are expected to enrich the theories and to give model about the implementation of character education, especially in the English teaching and learning process.

##### 1.6.2 Practical Significance

This study has practical significance for teachers and further researchers.

- a. Teachers

The results of this study are expected to be useful for teachers in the form of information about character education implementation in the context of English teaching and learning process. This study can be used as a model to implement character education in the English teaching and learning process.

b. Further Researcher

This study can be used theoretically and empirically for further researchers who would like to conduct a study relevant to this topic.

