

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter present some aspects related to the review of the related literature. It covers character building and teaching and learning process.

A. Character Building

1. The Definiton of Character

The word “character” derived from Yunani reffering “to mark” and focus on application in a good value in an action form, so that the bad people who have dishonest, stingy, greedy and another bad behavior said bad character and conversely.¹ From Oxford Advanced Learner’s Dictionary the word “character” also reffering “all the mental or moral qualities that make a person, group, nation, different from others”.² Whereas according to Kamus Besar Bahasa Indonesia (1997 : 444) character is psychological dispositions, or moral which is distinguish between another people.³

The three terms above, the characters are very closely related to the behavior of someone who distinguishes with others. It means that a person who behaves well be said that it also has a good character too. Conversely, if someone behaves badly then also the character of the

¹ Zainal Aqib and Sujak, *Panduan dan Aplikasi Pendidikan Karakter* (Bandung: Yrama Widya, 2011), 3.

² Oxford Advanced Learner’s Dictionary (New Tork: Oxford University Press, 1995), 186.

³ Kamus Besar Bahasa Indonesia (Jakarta: Balai Pustaka, 1997), 444.

person is bad. Good and bad behavior of people is clearly different from other people. That is to say that a person's behavior reflects the character of the person.

Character is closely related to integrity⁴, which is defined as consistent adherence to strict moral or ethical code. People who have integrity can be defined as performing the right things for the right reasons, regardless of the conditions and circumstances.

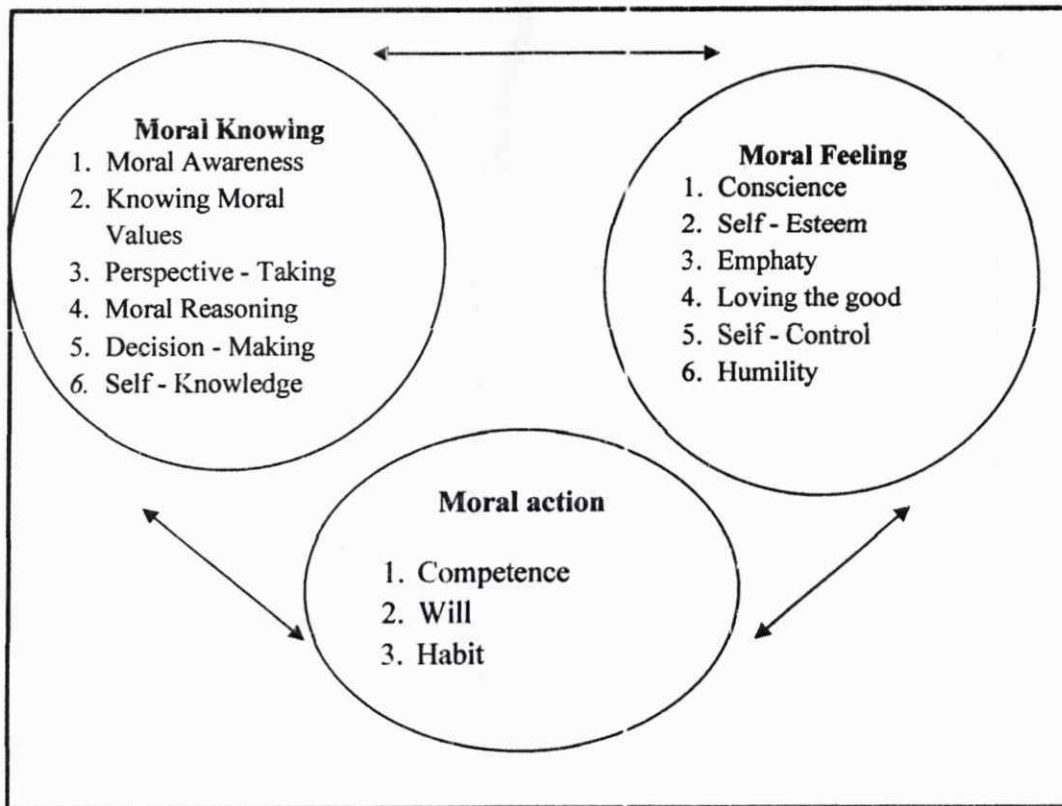
A Greek philosopher named Aristotle defines good character as a life by taking action with respect to one's self and others. Character consists of operative values, values in action. Such a character has three interrelated parts: moral knowledge, moral feeling and moral behavior. Good character consists of knowing the good, desiring the good, and doing the good.⁵

According to Lickona, there are three components of good character which can provide the value of education, consists of, moral knowing, moral feeling and moral action.

⁴ According to Kamus Besar Bahasa Indonesia, 1997, integrity is the quality, nature, or circumstances indicate a whole unified so that it has the potential and ability that exude dignity and honesty.

⁵ Thomas Lickona, *Educating For Character: Mendidik untuk membentuk karakter: Bagaimana Sekolah dapat memberikan pendidikan tentang sikap Hormat dan Bertanggungjawab* (Jakarta: PT Bumi Aksara, 2012), 81.

Picture 1:
The Relationship of Three Main Aspects in Character
Education⁶



The three of components above are not directly happen to the self development, but it need to process in daily life. Moral knowing may provide intelligence of the students but does not have morality (the people who has character). Moral feeling may provide the students' knowledge of character or moral without the obvious activities. Moral

⁶ Sutarjo Adisusilo, *Pembelajaran Nilai Karakter: Konstruktivisme dan VCT Sebagai Inovasi Pendekatan Pembelajaran Afektif* (Jakarta: PT Raja Grafindo Persada, 2012), 61.

action how to make real of the moral or character knowledge. This activity is outcome of the two other components.

Moral⁷ character or character is an evaluation of a particular individual's durable moral qualities. Moral character primarily refers to the people of qualities that distinguish one individual from another although on a cultural level, the set of moral behaviors to which a social group adheres can be said to unite and define it culturally as distinct from others.⁸

Character is influenced by heredity⁹. A child's behavior is often not far from behavior by their father or mother. Except that the environment, both the social and natural environment participate in formatting the characters. then the character can be interpreted as the value of building a personal foundation, formed either due to the influence of heredity and environmental influences, which distinguishes it from other people, and manifested in the attitudes and behavior in their daily lives.¹⁰

So, the character has traits include:

1. character is what you are when nobody is looking

⁷ According to Magnis-Suseno (1987), quoted from book by Dr. C. Asri Budiningsih entitled " *Pembelajaran Moral: Berpijak Pada Karakteristik Siswa dan Budayanya* " says that the word moral is always referring to a person's good or bad, so the field of moral is the aspect of human life in terms of human kindness. Norms of moral is a norm used to measure the people goodness of the community or environment. Actually moral attitude which is called morality. Morality occurs when someone takes a good attitude because he or she is aware of the obligations and responsibilities, and not because he or she was looking for a profit.

⁸ Wikipedia, Moral Character, http://en.wikipedia.org/wiki/Moral_character (online) retrieved on Thursday, March 28th, 2013.

⁹ Heredity is the process by which characteristics are given from a parent to their child through the genes.

¹⁰ Muchlas Samani and Hariyanto, *Konsep dan Model Pendidikan Karakter* (Bandung: PT Remaja Rosdakarya, 2011), 41.

2. Character is the result of values and beliefs
3. Character is a habit that becomes second nature
4. Character is not reputation or what others think about you
5. Character is not how much better you are than others
6. Character is not relative¹¹

From the whole explanation above, it can be perceived that character is identical with morals. So, character is a human behavior value that universally includes all of human activities that are related to God, himself, fellow being and environment in the form of attitudes, experiences, words, actions based on religion rules, laws, etiquettes, cultures and mores. From this character concept come along character education or character building concept.

2. The Definition of Character Building

The building of characters can be done in any sphere, provided that the application from meaning of the character can be given properly in accordance with the goals of the nation. Character development is synonymous or identical with education. Education is the process of character development. Character development is the process of forming the character, of the poor to be better. Formation of character is what then can be done by education because in it the social processes that lead to generation is done.

¹¹ Fatchul mu'in. *Pendidikan Karakter: Konstruksi Teoritik dan Praktik: Urgensi Pendidikan Progresif dan Revitalisasi Peran Guru dan Orang tua* (Jogjakarta: Ar-ruzz media, 2011), 161.

The word education is derived from the Latin *educare* or *educere*, which means to train or tame. Circumstances that occur in the world of education in Indonesia as an important reason for the attempt to build character and character development that could overcome the human mental condition that was designed by the forces of the outside.¹²

Education is an important part of human life that can never be abandoned. As a process, there are two different assumptions about education in human life. First, education is not a process which is regularly organized, planned, and using methods learned and based on agreed rules, but rather a part of life that it has been running since the people were there. Human naturally learned from natural events and symptoms of life to develop their lives. Secondly, can be regarded as a process that occurs intentionally, planned, and in the organization based on the applicable rules and regulations especially invitations made on the basis of the agreement.¹³

Based on the above explanation, character education is an effort that is designed and implemented systematically to help learners understand the value of human behavior related to God, themselves, fellow humans, the environment, and nationhood embodied in thought, attitude, feelings, words, and actions based on norms of religion, laws, manners, culture and customs.

¹² Mu'in, *Pendidikan Karakter.*, 294.

¹³ *Ibid.*, 288.

3. Character Values for English Subject

Character values that can be integrated in learning for all subjects are basically the same, that is, the value of the human characters in life, God and fellow being. More specifically, with regard to the character values of human life in related to God, self, others, environment and nation. That is, in life, it serves to control the value of character and manifested in one's relationship with God, self, others, the natural environment, and the nation. Similarly, the character values for English subject.

In accordance with the recommendation that has been stated above, the value of the characters which can be integrated in an English subject, as far as possible be integrated in learning, is also recommended to be introduced, developed, and cultivated in real life learners.

For English subjects, the value of the principal character and the main character of the recommended value to be integrated in the study can be stated as follows.

Table 1:

Main character values for English subject¹⁴

No	Character	Indicator
1.	Religious	Lessons begin and end with prayer, gives utterance (short functional text) in celebration of Idul Fitri, Christmas, and other similar activities
2.	Intelligence	Responding to the meaning and express coherently, both orally and writing.
3.	Politeness	Using polite expressions accompanied by appropriate gestures.
4.	Honesty	Reveal the true fact
5.	Confidence	Using language correctly, fluently, no doubt with a reasonable body language.
6.	Care	Concern greet the people around them, apologized, thanked me with a polite expression in interpersonal interactions, expressed concerned about the

¹⁴ Kementerian Pendidikan Nasional, *Pendidikan Karakter Terintegrasi dalam Pembelajaran di Sekolah Menengah Pertama* (2010), <http://www.panduan-guru-karakter-sa-sahid> (online) retrieved on Friday, 5 April 2013.

		preservation of the environment is shown in a short functional text
7.	Cooperation	Conducting discussions or brainstorming in pairs in a group or class in any learning process.
8.	Precious of diversity	Praise for the work of a friend, and accept the differences of opinion in the learning activities.
9.	Toughness	Trying to learn from the mistakes and achievements for the betterment of better learning outcomes.
10.	Democracy	Willing to listen, ask and express opinions.
11.	Self-Reliance	Completing tasks responsibly and with their own business.
12.	Adherence to the social rules	Obeying the rules in the school environment.

B. Teaching and Learning Process

1. Teaching Process

According to Douglas Brown (1987) teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Another explanation about teaching process, shows that teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Teaching cannot be defined apart from learning. Nathan Gage (1964:269) noted that "to satisfy the practical demands of education, theories of learning must be 'stood on their head' so as to yield theories of teaching."¹⁵

The explanation above can be seen in "theories of learning must be stood on their head", it means that both teaching and learning are different thing. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Theory of teaching will spell out governing principles for choosing certain methods and techniques. A theory of teaching, understanding of the learner and of the subject matter to be learned.¹⁶

¹⁵ Douglas Brown. *Principles of Language Learning and Teaching*. (United States: San Fransisco State University. 1987), 6.

¹⁶ *Ibid.*,7.

2. Learning Process

Learning is the process of obtaining a variety of proficiencies, skills and attitudes. the human ability to learn is an important characteristic that distinguishes the type of other species.¹⁷

Learning is the process of assimilating information with a resultant change behavior. The components of the definition of learning:

- a. Learning is acquisition or "getting"
- b. Learning is retention of information or skill
- c. Retention implies storage systems, memory, cognitive organization
- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism
- e. Learning is relatively permanent, but subject to forgetting
- f. Learning involves some form of practice, perhaps reinforced practice
- g. Learning is a change in behavior.¹⁸

Learning is a lasting change in behavior or the capacity to behave in a certain way, resulting from practice or form of other experiences.

Learning criteria:

1. Learning involves changes

Change in question is when a person is able to do things in a different way. Change from not knowing to knowing.

2. Lessons last a long time with time

¹⁷ Margaret E. Bell Gredler. *Belajar dan Membelajarkan*. (Jakarta: PT Raja Grafindo Persada. 1994), 1.

¹⁸ Brown. *Principles of Language*, 6.

This means that learning in a short time is not included. That is, these changes can last a long time because there are no factors that disappeared from the learning process. But it can happen that learning can not last long time because there are factors forget.

3. Learning takes place through experience

Learning can be done through practice or observe others.¹⁹

3. The Aspects of Teaching Learning Process

a. Objectives

If teachers are going to make a significant difference in the lives of their students, they must know what they want their students to accomplish. Objectives, teachers can share them with their students so that the students will also know where they are going and what is expected of them. Instructional objectives that are useful in the classroom must meet certain criteria.

There are several criterias for useful instructional objective:²⁰

1. Student – oriented

An instructional objective that is student – oriented places the emphasis on what the student is expected to do, not on what the teacher will do.

¹⁹ Dale H. Schunk. *Learning Theories An Educational Perspective (Teori – Teori Pembelajaran: Perspektif Pendidikan)*. (Yogyakarta: Pustaka Pelajar. 2012), 5.

²⁰ James M. Cooper. *Classroom Teaching Skills* (Virginia: Wadsworth Cengage Learning. 2006), 23.

2. Descriptive of an appropriate learning outcome

First, keep in mind that we are interested in what the students will learn to do. In other words, it is the learning outcome that is important, not the learning activities that lead to that outcome.

Second, keep in mind that useful objectives are appropriate. The teacher must occur in an appropriate place in the instructional sequence (sequentially appropriate). They must also developmentally appropriate, that is, they should be appropriate for the developmental level of the students.

Not all instructional objectives are cognitive in nature. There is widespread agreement among educators that instructional objectives fall into three categories: cognitive, affective and psychomotor. *Cognitive objectives* refer to outcomes that focus on what the mind is able to accomplish (including memorizing knowledge, forming concept, solving problems and analyzing information). *Affective objectives* refer to outcomes that focus on emotional reactions to people, place, things, ideas and so forth. *Psychomotor objectives* refer to outcomes that focus on physical movement and the control of muscles and muscle groups.

3. Clear and understandable

The objective should contain a clearly stated verb that describes a definite action or behavior and, in most cases, should refer to an object of that action.

4. Observable

The evaluation of learning outcomes on the observability of those outcomes. The key to an observable objective is an observable verb. As discussed earlier, a useful objective contains an explicit verb and a well – defined object of the verb. Both these requirements help make an objective clear and unambiguous. Such, to identify, to analyze, to explain and etc.

b. Planning

Plan is an effort related to about what will we do. Similarly with lesson plan in educational system, lesson plan is a process to establish about where the teachers are going and what is expected by them.

There are two aspects of teacher planning²¹:

1. Scripts (lesson plans)

A lesson plan is analogous to the script for one act of a play. There are five parts of a lesson:

1.1 Goal or purpose

²¹ James M. Cooper. *Classroom Teaching Skills* (Virginia: Wadsworth Cengage Learning, 2006), 66.

A statement of the goal or purpose of instruction (what students are expected to learn or what message the teacher intends to convey) is an important part of a lesson or unit plan.

1.2 Statement of content

Content descriptions may identify concept or generalizations to be developed, procedures to be implemented, controversial issues to be explored, or sets of facts to be memorized.

1.3 List of materials

A statement about needed materials is similar to a notation about props to be used in a script.

1.4 Set of procedures

These procedures involve a series of activities, generally including some details about specific directions to be given or questions to be asked, in relation to each activity.

1.5 Plans for evaluation

The teacher may evaluate what students have learned from a lesson or unit in a variety of ways, including tests, written homework, and observation of students responses to oral questions.

2. Scenes

Scenery is an important part of any dramatic production. There is a great deal of symbolic meaning in the scenery of a dramatic production, some of the message of any play is conveyed to the audience by the way the scene is set.

Similarly, when teachers plan lessons, they communicate a message by the way they set the scene for the lesson, as well as by what they say or ask students to do during the lesson. The teacher's stage is the physical classroom, and the teacher sets the scene by arranging the physical space of the classroom. In addition, the teacher sets the stage for lessons by determining the social organization of the classroom.

c. Implementation

Implementation refers to the action by the teacher in teaching and learning process. the teacher must have good method which can improve the students' ability and create an effective environment, it can be called as classroom management.

The term classroom management refers to the actions teachers take to create an environment that is respectful, caring, orderly, and productive. Classroom management supports and facilitates both academic and social – emotional learning. In other words, effective classroom managers not only create an environment to foster academic achievement, they work hard to

enhance students' social skills (including empathy, communication skills, anger management, and conflict resolution) and their capacity for self-regulation.²²

d. Evaluation

Evaluation is a process of forming judgements, depends on information gathering and leads to decision making.

There are four stages in the evaluation process:²³

1. Preparing assessment

The activity in preparing assessment is determine the kind of information needed. Then decide when and how to obtain it.

2. Obtaining needed information

Obtain a variety of information as accurately as possible. Then determine forming of assessment, and analyze it.

3. Forming judgments

Determine judgments with comparing the information are obtained.

4. Using judgments in making decisions and preparing reports

Record significant findings and determine appropriate courses of action.

²² Cooper. *Classroom Teaching Skills.*, 216.

²³ *Ibid.*,299.

4. Character Building Employed in Teaching and Learning Process

In the sphere of education is closely related to the learning. This learning means that is a process of learning by a teacher to students, as well as the provision of material using a particular method which aims to transfer knowledge to the students so that students' understanding and ability to grow. In this process, students are referred to as objects as well as subjects, while teachers and environment more approximated as a facilitator so that the student has a learning process in the classroom.

The learning in character education can be defined as learning that aimed at the reinforcement and development of the students behavior based on a certain the value.²⁴ In the implementation of the integration of character education, is the process of Internalization of the values into behavior in daily activities for learners through roomates good learning process takes place inside or outside in the classroom for all subjects.

There are three term are known in learning process, namely approach, method, and technique of learning. Learning approach more generally, relates to set of assumptions regarding with reality of the learning. The learning method is an overall plan about the presentation of teaching materials based on systematic and determined approach.

²⁴ Dharma Kesuma, et. al., *Pendidikan Karakter: Kajian Teori dan Praktik di Sekolah* (Bandung: PT Remaja Rosdakarya, 2011), 110.

Learning techniques are specific activities that are implemented in the classroom in accordance with the approach and the method is chosen.²⁵

The character building are employed in teaching and learning process carried out starting from the planning, implementation, and evaluation of learning in all subjects.

a. Planning

The most important task or duty of the teacher in planning is concerned with the preparation of the Draft Learning Tool (RPP). In relation to this character education, teachers must plan the character to be established in teaching and learning process. Teachers given empowered to analyze lesson plans accordance with the characteristics and guide the formation of character to the students.

In the development of lesson plans, there are some activities that should be carried out, namely:

1. Identification of character

Early stage in the development of lesson plans that is identify the character itself. The clearly of character will give a clear indication toward the material to be learned, the establishment of methods, media of learning, and provide guidance of the assessment. A teacher required to identify the

²⁵ Zainal Aqib and Sujak, *Panduan dan Aplikasi Pendidikan Karakter* (Bandung: Yrama Widya, 2011), 12.

character in order to the planning of the integration of character education in teaching and learning process can be realized. Therefore, character education must be integrated with all subjects in school, according to the model of curriculum and learning process.²⁶

2. Analysis of standart competence / basic competence (SK / KD)

Analysis of basic competence (SK / KD) performed to identify the character values that are substantially characters can be integrated on basic competence (SK / KD) concerned. It should be noted that the identification of the character values are not intended to restrict the values that can be developed in learning of basic competence (SK / KD) concerned.²⁷

3. Syllabus development

Syllabus development can be done by revising the syllabus that has been developed by adding the column of character component immediately to the right of column basic competence component. On the column filled the value of character to be integrated in teaching and learning process. Those values are loaded not only limited to the values that have been determined through the analysis of basic competence (SK / KD), but can be added with other values that can be developed

²⁶ Mulyasa, *Manajemen Pendidikan karakter* (Jakarta: PT Bumi Aksara, 2011) 79.

²⁷ Kementrian Pendidikan Nasional, *Pendidikan Karakter Terintegrasi dalam Pembelajaran di Sekolah Menengah Pertama* (2010), <http://www.panduan-guru-karakter-sa-sahid> (online) retrieved on Friday, 5 April 2013

through learning activities (not by the substance of learning). After that, learning activities, indicators of achievement and assessment techniques adapted or reformulated customize the character to be developed.²⁸

4. Arrangement or preparation of the lesson plan (RPP)

Arrangement of the lesson plan (RPP) characterized as short-term products of the learning program, which include components of learning program and program implementation process. Components of the lesson plan covers standart competence, basic competence, character will be formed, materials, methods and techniques, media and learning resources, learning time, and other carrying capacity.²⁹

Adaptation that should be doing in preparation of lesson plans includes:³⁰

- a. Addition or modification of existing learning activities so that there are learning activities which are developing the character
- b. Addition or modification of existing achievement so that there are indicators related to the achievement of learners in terms of character.

²⁸ Kementerian Pendidikan Nasional, *Pendidikan Karakter Terintegrasi dalam Pembelajaran di Sekolah Menengah Pertama* (2010), <http://www.panduan-guru-karakter-sa-sahid> (online) retrieved on Friday, 5 April 2013

²⁹ Furqon Hidayatullah, *Pendidikan Karakter: Membangun Peradaban Bangsa* (Surakarta: Yuma Pustaka, 2010), 57.

³⁰ Sujak, *Panduan dan Aplikasi*, 58.

- c. Addition or modification of existing assessment techniques so that there are evaluation techniques that can develop or measure the progress of character.
5. Preparation of the teaching materials

Materials or textbook learning is the most influential component of what is actually happening in the learning process. Many teachers who teach by simply following the order of presentation and learning activities (tasks) which has been designed by the author of the textbook, without significant adaptation.

Adaptations that may be implemented by the teachers is to increase the learning activities as well as to developing the character. Another way is to adapt or change the learning activities in the textbook or materials are used.³¹

- b. Implementation

Approach or learning methods are changed (if necessary) in order to approach or method chosen in addition to facilitate the students to achieve the targeted knowledge and skills, also developing character. Establishment of an integrated character with learning the subjects can be attributed to the values of character (values, norms, faith, piety, and others), designed and implemented in a learning-related to the subjects are concerned, such as religion,

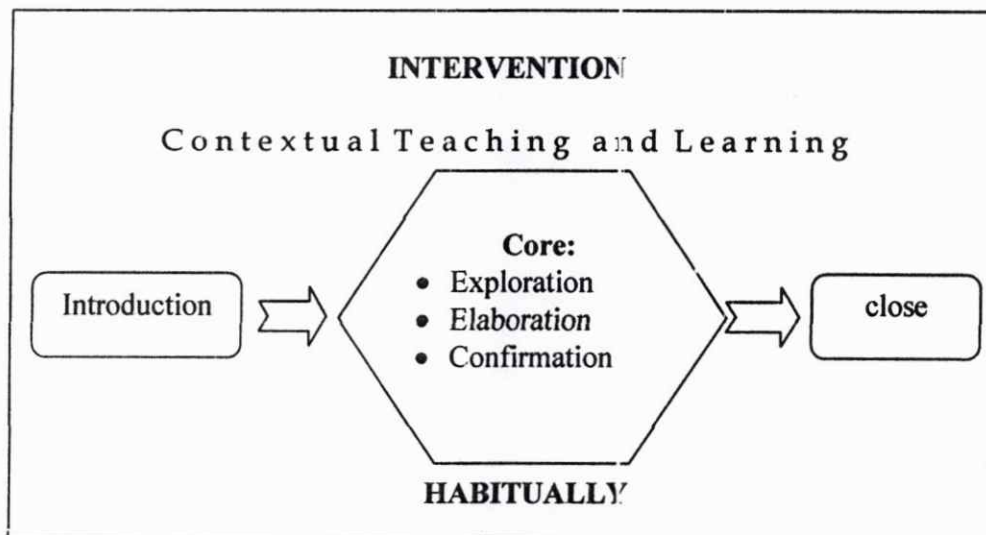
³¹ Sujak, *Panduan dan Aplikasi.*, 59.

civic education, Social Studies, Science and others include English subject. It can be started with the introduction the value by cognitive, affective appreciation in value, eventually to the practice of real value by learners or students in daily life.

Learning activities of the introduction, core and closing stage of activity, are selected and implemented for the learners to practice the values of character targeted. As mentioned before, the principles of Contextual Teaching and Learning are advised to apply at all stages of learning because the learning principles as well as to facilitate internalized of values. In addition, the behavior of teachers throughout the learning process should be a model of execution values for learners.

Picture 2:

Building of Character through the Implementation of learning³²



³² Sujak, *Panduan dan Aplikasi*, 61.

c. Evaluation

Evaluation is the process for assessing ownership of a character by the children who performed in planned, systematic, systemic, and focused on clear objectives.³³ In connection with the evaluation of learning, the learning activities in each step or stage of learning (introductory, core, and closing), revised or supplemented so that part or all of the learning activities at each stage facilitating learners acquire knowledge, skills and develop targeted character.

Character education assessment process is intended to assess the quality of the educational character process and the formation of competence of learners, including how the learning objectives to be realized. Quality character education process can be viewed in terms of process and results. Further character education process is successful and quality if the inputs evenly, produce a lot of output and high character, and in accordance with the needs, the development of society and nation building.³⁴

Way of character education in assessment of learners done by all teachers. Assessment can be done at any time during school hours or outside of school hours with uses observation and recording of assessment instruments can be either observation

³³ Dharma Kesuma, et. al., *Pendidikan Karakter: Kajian Teori dan Praktik di Sekolah* (Bandung: PT Remaja Rosdakarya, 2011), 137.

³⁴ Mulyasa, *Manajemen Pendidikan karakter* (Jakarta: PT Bumi Aksara, 2011), 198

sheets, scale attitude sheets, portfolio sheets, checklist sheets and interview guidance sheets.³⁵

The Information which obtained from a variety of assessment techniques are then analyzed by the teacher to gain an overview of the character of the students. The overall picture is then reported as a supplement evidence report card by the teacher.³⁶

³⁵ Eka Fitriyah Anggraeni, *Manajemen Pendidikan Karakter di Sekolah Dasar Islam (studi kasus di SD YIMA Islamic School Bondowoso)*, Thesis, Program Pasc. Sarjana UIN Maulana Malik Ibrahim. Malang, 2011. 107

³⁶ Niam Wahzudik, *Perencanaan Kurikulum Pendidikan Karakter*, 2011 (online) <http://www.niamw.wordpress.com> retrieved on Friday, May 7th, 2013