

CHAPTER II

REVIEW OF RELATED LITERATURE

A literature review is a compilation of explanations from numerous fields that are utilized as guidelines and information in study. A literature review or review of literature offers a description of a certain subject or topic. The possible explanations in this study are as follows:

A. Theoretical Framework

The study of theory or theoretical basis is a nicely organized sequence of definitions, concepts, and opinions concerning anything. This study's theoretical overview is as follows:

1. Adolescent Psychology

Psychology is a scientific and practical field that investigates mental and behavioral processes. Psychology seeks to understand individuals and organizations by focusing on personal principles and evaluating specific examples.

Adolescent psychology is a branch of developmental psychology that focuses on adolescent development. Teenagers or young people are the nation's future generation, the ones who will carry on the legacy of life and provide peace and tranquillity to the world.

According to the definitions above, psychology is the science that analyzes human behavior, both as individuals and in connection to their environment.

According to Piaget's theory, adolescence is defined as: Psychologically, adolescence is the age at which individuals integrate into adult society, the age at which youngsters no longer feel inferior to older people but are on the same level, at least in terms of problem solving (Hurlock, 2002, p. 216).

This leads to the conclusion that adolescent psychology is a process in which adolescents develop in various aspects of life, both physically and mentally. Psychological conditions can also be influenced by a variety of factors, particularly those that exist in the social environment in which they are located, because humans are essentially social creatures with a proclivity to adapt to social conditions.

2. Adolescent Interest

Being interested in something and an activity without needing to say anything is what it means to taste it. Concern is essentially accepting a connection between someone and something other than himself, and the stronger or closer the relationship is, the greater your concern. Taking an interest in something essentially means helping students understand how what is being taught relates to them as individuals. Interest can be determined by the tendency to react in a certain way around him. Preference can be understood as a condition that arises when someone sees the temporal characteristics or importance of situations in relation to their own wants or needs. So, what someone has seen will certainly arouse someone's interest in what he has seen and relate to his own interests. In the emergence of interest, Bernard argues as quoted by Sardiman:

“This interest does not arise suddenly or spontaneously, but from participation, experience, research or work habits. Therefore, it is clear that the problem of interest is always related to the problem of need or interest. Therefore, it is important to create specific conditions so that students want to continue learning”. (Sadirman, 2020, p. 76).

Kartini also explains: Interest is closely related to personality and always contains emotional or emotional, cognitive and ambitious elements (Kartini et al., 1998, p. 112). According to Slameto,

“Interest is to have love and interest in things and activities without anyone saying anything. Interest is basically accepting the relationship between you and something outside of someone” (Slameto, 2010, p. 180).

Interest will give you more time to focus. In this way, interested students can concentrate on their lessons at any time. Interest plays an important role in the decision-making and direction of all activities, including the learning process. Students' interests are reflected in their likes and dislikes of lessons. Students who are interested in a subject and have specific needs always tend to prefer a particular subject. And if the lesson can interest him, the student will be happy.

Based on this opinion, researchers conclude that interest is a high interest and interest in something that brings benefits and satisfaction that encourages people to participate in activities without being asked by anyone.

However, a study is changing behavior as a result of experience gained from the environment. Understanding *learning* in general is a change in behavior as

a result of environmental experiences. As for what researchers think about the definition of learning in different domains, for example:

Winkel defines study (*learning*) as a mental or physical activity that occurs in active engagement in the environment and is capable of producing changes in knowledge, understanding, skills, values, and attitudes. These alterations are fairly consistent and leave scars (Winkel, 1996). Then, according to Mahmud, *learning* is a process carried out by individuals in order to achieve overall new behavior modifications. As a result of the individual's own interactions with his environment (Mahmud, 2010). *Learning*, on the other hand, is defined by Pupuh Fathurrohman as a change that occurs in the individual after undertaking particular actions (Pupuh, 2005).

Students' interest in learning may be demonstrated by feelings of enjoyment, attentiveness, curiosity, and a drive to succeed in their requirements. However, the length of student attention varies due to differences in students' aptitude and motivation to complete tasks. Students that are enthusiastic about studying will be more nimble in accomplishing the tasks assigned by the teacher. Students' curiosity must continually be piqued with items that may hold their attention so that they do not become bored while following the instruction.

Based on his interpretation of the terms "interest" and "learning," the researcher concludes that "interest in learning" is "an interest, pleasure, student engagement, and student attention to a lesson that stimulates individuals to study and pursue the lesson."

a. Kinds of Interest

According to Djaali (2017), interest contains aspects of attachment, awareness to value choice, mobilization of sentiments, selection, and heart tendency. Then, depending on people and career choices, interests are classified into six categories: (1) Realistic people who are interested in reality usually prefer concrete problems to abstract problems. They have good and skillful muscle coordination, but they tend to use less verbal media and therefore dislike social relationships. (2) Investigation, this interest is more scientific. Researchers are generally task-oriented, introspective, antisocial, and prefer to think rather than do anything. He likes to work alone, has no understanding as his own academic and intellectual guide, is always curious, and dislikes repetitive work. (3) Artistic

interests give people what they really need: an atmosphere that is structured, free, responsive, artistic and musically creative, and able to express something personal. I will guide you to your liking. (4) People with social interests have excellent language skills, are good at socializing, are responsible, enjoy working in groups, and share activities such as education, training, and information.(5) Enterprising people with this interest are leadership, confident, aggressive, and generally active. (6) Traditional people with traditional interests are usually better at activities related to verbal communication, organization, and numbers.

b. Characteristics of Interest in Study (Learning)

Interest in studying has numerous traits. According to Elizabeth Hurlock in Susanto's book states there are seven traits of hobby in studying as follows: (1) Interest grows collectively with bodily and intellectual improvement. (2) Interest relies upon studying activities. (3) Interest improvement can be limited. (4) Interests rely upon studying opportunities. (5) Interest is prompted by the means of culture. (6) Interests are emotionally charged. (7) Interests are egocentric. That means that if a person likes something, there can be a preference to have it (Susanto, 2013,. p. 62).

In addition, the students who are interested in studying are as follows. (1) There is a tendency to always pay attention and remember to learn continuously. (2) I feel love and joy in what I am interested in. (3) Interest always continues to be a joy, and then people draw satisfaction. (4) I prefer interesting things to others. (5) It becomes apparent through activities and participation in activities (Slameto, 2015,. p. 57)

3. Adolescent Character Development

Character (*Personality*) development is the aspect that actually defines a student's identity, which determines their morality in adulthood. Therefore, moral education has been equated with the teaching of rules and the development of character, which is expected to manifest it- self in behavior that exemplifies the traditionally revered virtues of honesty, self-control, courage, friendliness and respect. (Duska et al., 1975)

Bandura (1977) believes that humans are active information processors and think about the relationship between their behavior and its consequences. This is

why growth at the beginning of the human stage is so important in defining the creation of their character later in life.

a. Developmental Psychology Theories

In this study, there is a theory that underpins a series of studies on development; the author accepts Sigmund Freud's Psychodynamic theory, which describes the nature and evolution of a person's personality. Emotion, motivation, and other aspects are significant elements mentioned in this theory. This theory also describes how disputes that occur in childhood will influence personality development. This theory's creators also think that development is a dynamic and active process that is heavily impacted by individual variables present from birth, as well as emotional and social experiences (Savitra, 2017)

While Erikson invented psychosocial theory, he was more detailed in explaining and developing the psychoanalytic framework previously outlined by Freud, as well as reformulating it in conformity with the modern environment. Erikson believes that a person's personality is established via all of the psychosocial phases he goes through during his life. Of course, each stage has its own growth and requires a person to deal with it.

b. Definition of Character Development

Muchlas argues that personality can be interpreted as a core value that builds a person's character, shaped by the effects of genetic and environmental influences, distinguished from others, and manifested in attitudes and behaviors in daily life (Muchlas et al., 2011, p. 43), Agus Wibowo had a similar opinion. Its character is the way of thinking and behavior that characterizes individuals living and working together, both in families, communities, countries and states. (Wibowo, 2012, p. 33)

From the above expert opinion, it can be concluded that character is internal to the individual and is a characteristic of the individual's personality that is different from others in the form of attitudes, thoughts and behaviors. The qualities of each individual help us to live and work together in both the family, the community, the country and the state.

As a result of the maturation process, development is the rise in abilities in more complex bodily structures and functions in a regular and predictable way. The process of differentiating body cells, body tissues, organs, and organ systems so that each may perform its purpose, including emotional, intellectual, and behavioral development as a result of contact with the environment, is addressed here (Soetjningsih, 1995).

According to Piaget's theory, Development is not governed by internal maturation or external teachings. It is an active construction process, in which children, through their own activities, build increasingly differentiated and comprehensive cognitive structures (Crain, 2014).

According to the various definitions advanced by experts regarding the etymology of character and development, character development is a process of growth or increasing insight into moral views in an individual that results in different attitudes, thoughts, and behaviors that contribute to the diversity of a community.

c. Adolescent Character Development Influencing Factors

There are primary aspects that impact the creation of character in each individual during the process of character development; these items become the main component in defining what sort of character evolves and separates one from another. There are six major items that impact the formation of a child's character, and these are as follows:

1. Cognitive Development

Jean Piaget's theory of cognitive development suggests that intelligence changes as children grow. A child's cognitive development is not just about acquiring knowledge, the child has to develop or construct a mental model of the world (Mcleod, 2020).

In terms of Piaget-inspired research, especially, cognitive in nature. Lawrence Kohlberg invented it in 1958. Kohlberg's theory focuses on the process of determining whether a conduct is right or incorrect. Thus, the theoretical emphasis is on how one decides to respond to a moral problem, rather than what one decides or does. (Sanders, 2020).

It is possible to conclude that cognitive growth is a process that occurs inside the central nervous system when humans think.

2. Linguistic Development

Language development is the process of improving a person's capacity to understand and pronounce words. A person's vocabulary or language abilities increase with time and encounters. (Nandy, 2021). Nandy also states that, Children's language development may be examined in a variety of ways, not only whether or not they can talk. Early infancy linguistic development is classified into two categories: acceptance or receptive development and expressive or expressive development.

Children have their own genetic way of acquiring and comprehending as much of the language they hear in their surroundings as possible. When a kid grows up in a socially active setting, the likelihood of early childhood language development is increased.

3. Emotional Development

Emotionality is a powerful feeling that is followed by internal alterations concerning mental and bodily conditions, as well as observable behavior (Suharyanto, 2018).

The emotional state is a true representation of what the individual has encountered over his life, and evolves through it so that it becomes an emotional sensation that is tied to each individual.

4. Social Development

Social development may be defined as a process of learning skill and behavior connected with people' ability to live as members of a community. That conclusion is possible because it is quite similar to Bandura's notion of "social learning theories." According to his theory, children notice how adults around them behave in numerous ways (Bandura, 1961).

Albert Bandura's social learning theory emphasizes the necessity of observing, modeling, and mimicking the behaviors, attitudes, and emotional reactions of others. Environmental and cognitive variables interact to impact human learning and behavior, according to social learning theory (Mcleod, 2016).

5. *Moral Development*

Kohlberg's theory proposes that moral development happens in a sequence of six phases. According to the view, moral logic is essentially concerned with obtaining and sustaining justice (Chery, 2021). He also defines moral growth as a process of learning universal moral truths that is dependent on a child's intellectual development.

According to this idea, moral growth plays a unique role in each individual, since morals shape people's perceptions of what they see and think depending on what they have learned. In the course of researching this, the developmental process is separated into phases that will eventually constitute the individual's whole personality, which makes morality the foundation of many human lives in order to develop distinct philosophies, beliefs, and life patterns.

6. *Psychosexual Development*

Sigmund Freud argued that personality development in childhood occurs via five psychosexual stages: oral, anal, phallic, latency, and genital. These are known as psychosexual phases because each one shows a fixation of libido (roughly translated as sexual urges or instincts) on a different part of the body. (McLeod, 2019).

Freud (1905) believed that life was built round tension and pleasure. This is because people are living, evolving organisms. The biological framework in which people have the drive to reproduce as a process of evolution of living things and natural selection is emphasized more in psychosexual development. Because people develop through experiencing pleasure at each level of development, psychosexual development becomes a highly personal process.

d. Components of Good Character

There are three components of good character as stated by Lickona, as follows (Lickona, 2012, p. 85 -100):

(1) Moral Knowledge

Moral knowledge is an important thing to teach. The first aspect of moral awareness is to use your thoughts to recognize

situations that require moral judgment, and then think carefully about what constitutes the correct course of action.

Moral values such as respect for life and independence, responsibility for others, honesty, fairness, tolerance, respect, self-discipline, honesty, kindness, compassion, encouragement and support are to be good people. Define the entire road. Combined, all of these values are a moral legacy that is passed down from one generation to the next. Knowing a value also means understanding how to apply it in different situations.

Defining a perspective is the ability to take the perspective of others and see the situation as they think, react, and feel past problems. Moral reasoning involves understanding what morality means and why it needs to be moral. Those who act through moral issues in this way are reflexive decision-making abilities, and the ultimate who can know themselves is the most difficult to achieve this kind of moral knowledge. , But it is necessary for character development.

(2) Moral Feeling

The emotional element of character has been overlooked in discussions about moral education, yet it is critical here. Once it comes to doing good things, simply understanding what is right might not be enough.

Conscience is one of numerous factors that impact or provoke moral sentiments. A developed conscience involves the ability to experience constructive remorse in addition to a knowledge of moral responsibility. Morality must be considered by those who have a conscience. Then there's the fact that having a high self-esteem does not ensure having a decent character.

The challenge for educators is to assist young people build self-esteem based on values like responsibility, honesty, and compassion, as well as a conviction in their own ability to do goods. Then there's empathy, which is identification with or experiences that appear to occur in the conditions of another. Empathy enables a

person to step outside of himself and into the other person. This is the emotional aspect of deciding on a point of view. Emotions have a tendency to exaggerate. That is why self-control is a moral character that must be cultivated. Self-control is also required to avoid overindulging.

(3) Moral Action

Moral action is the outcome of the other two aspects of the character. People with moral traits such as intelligence and emotion could do what they know and believe is right.

Moral competence is defined as the ability to convert moral perceptions and sentiments into effective moral behavior. Competence is equally important in other moral circumstances. To assist people in need, one must be able to recognize and carry out a plan of action.

In moral circumstances, the right decision is generally a tough one. Being a good person frequently involves an act of goodwill, or the mobilization of moral energy to accomplish what one believes one should do. The moral drive is centered on interest.

A person's good deeds are frequently motivated by the drive of habit. As part of moral education, children require numerous opportunities to establish good habits and practice being decent people. This entails having repeated experiences of doing what is helpful, nice, and fair. Character education should be able to teach kids how to conduct correctly so that it becomes a habit in their daily lives.

B. Previous Study

Palupi's (2020) publication entitled "Stress Levels in Elementary School Students Carrying Out the Home Learning Process During the Covid-19 Pandemic" is one of the sources for this research. This study compares the stress levels of large and small primary school kids while carrying out the learning process at home during the Covid-19 epidemic.

This study is the basic foundation in this study, which extends the study scale to be longer and narrower for adolescent pupils and those who have been afflicted by COVID-

19 for a number of years. so that this research may concentrate on investigating more trustworthy facts and developing solutions that are more in accordance with the situations at hand.

Prasanti and Fitriani (2018) published a paper titled "Early Childhood Character Building: Family, School, and Community?" as a reference. According to Fitriani, the process of shaping the character of early infancy begins with the family, then moves on to schools and the community, and finally to the early childhood. This community may consist of a play community, a tutoring community, or a talent development course institution that is followed by early childhood. The family, being the smallest and first community for children, is the most important deciding element.

This research focuses on the social environment, which plays an important role in the process of student development. The environment can also influence students' interest in something due to various circumstances that arise in it, so that this becomes the author's reference as a reference for writing studies in social aspects.

One of the study references is Andi Dahliani's (2021) journal, "Analysis of Students' Learning Interests During the COVID-19 Pandemic: Case Study of Elementary School in Barru District," which compares findings in portraying student interest under pandemic settings. The study's findings suggested that student engagement in studying at UPTD SDN 125 Barru Regency during the COVID-19 epidemic was modest. According to the findings of this survey, pupils' enthusiasm in studying during the COVID-19 epidemic is moderate, with a proportion of 75.9%.

When a similar phenomena happens with the same findings, the study will be compared with the results of research conducted at SMPN 3 Trenggalek. It is envisaged that the findings of the research on student interests would be directly proportionate to the findings of prior investigations.

C. Critical Thinking

Psychological circumstances in the realm of education continue to be a bias that many instructors and students disregard. To raise societal awareness about the influence of children's psychological conditions that are still unstable and accompanied by numerous causes, particularly the pandemic that has lasted quite a long time and has modified the course of education in several nations.

The high and low percentages of interest in learning and the formation of children's character are impacted by a variety of circumstances, including the child's psychological state. Interest is a strong interest to enjoy something. The most crucial factor in the success of the learning process is interest. If pupils like learning, they will rapidly grasp and comprehend the subject presented by the teacher. However, interest is a particularly fragile and branching point for youngsters who are just entering their early adolescence, and it is impacted by psychological circumstances obtained from various social elements, such as family, environment, and others. These psychological situations demonstrate to pupils how various events, information, or abilities impact them, resulting in the formation of a distinct personality.

Psychological conditions in students can influence interest and character development through several visible characteristics, including a sense of pleasure or dislike of something, a strong interest or fear of involvement in learning activities, a strong interest or hatred for the learning environment, and a sense of comfort or discomfort in the learning environment (in this context it is an online school). By categorizing various points into the aforementioned criteria, it is possible to determine that these pupils are influenced by good psychological situations or vice versa.

A student who is in excellent psychological condition to study and grow has a better possibility of achieving high learning results and becoming a good social group member. So it is preferable when students are interested in studying since it not only focuses students' attention but also increases student learning results. Learning interest and psychological factors have a mutually impacting link. If a student's mental health is not in excellent shape, he or she will be uninterested in learning and developing. This demonstrates that there is a link between students' high and low interest in learning and the growth process and their psychological state in the learning environment.