

BAB 1

INTRODUCTION

A. Research Context

Education is one of the efforts to character building, because character education is an integral part of the orientation of Islamic education. The purpose is to form a person who is honest, friendly and responsible.¹ It means that, character education is education that must be applied to early students in order to create a generation that has noble and moral character. Specially in school that adhere to the character education boarding school system must be applied.

Character education is a term that is increasingly getting recognition from the Indonesian people. Especially with the perceived inequality of educational outcomes seen from the behavior of today's graduates of formal education, such as corruption, the development of free sex among teenagers, drugs, brawls, murders, robberies by students, and unemployment of middle and high school graduates. Everything feels stronger when this country is hit by a crisis and does not move from the crisis experienced.²

Character education is important for all levels of education, from elementary school to college. In general, character education is actually needed from an early age. If a person's character has been formed from an

¹ Imam Syafe'i, "Pondok Pesantren: Lembaga Pendidikan Pembentukan Karakter" *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, Vol 8, No I, 2017. Page, 63.

² Dharma Kesuma Dkk, *Pendidikan Character, Kajian Peraktek Disekolah*. (PT. Remaja Rosda Bandung, 2011). Page, 4

early students age, as an adult it will not be easy to change even though the tempting. With early character education, it's hoped that basic problems the world of education has recently become a common concern that can be overcome. Indeed, education in Indonesian is expected to produce superior education, namely the nation's children who are faithful, pious, have noble character, have expertise in their fields and have character.³

Lickona said, in Dharma Kesuma's book the process of teaching learning moral values of the character development are put in every subject, even put in syllabus and teaching plans of teacher.⁴ So, that is why, all teachers must have taught the values in their own subjects besides materials of the subjects as the essence of the activity. In this study, it specifically involves responsibility of English teachers for the student's character development. It is fully expected that the students have good character or good moral in their real life at school, home, or community, etc through English subject.

According to Lickona, in Dharma Kesuma's book There are six of them, Confidence, empathy, honest, humble, independent, self control.⁵ The first confidence from the teaching English learning at school, students must be built to have a good self confidence. Self confidence can be raised by students to determine their strengths or potential. Empathy for other people. The second empathy is a state that makes someone feel or think the same as

³ Akhmad Muhaimin Azzet, *Urgensi Pendidikan Karakter di Indonesia*, (Jogjakarta: Ar-Ruzz Media, 2014), Page,17

⁴ Dharma kesuma, page, 71.

⁵ Dharma Kesuma, page, 75

another person person or group. for example, if a person is able to understand that feelings and thoughts of others, it means that he is able to empathize. The third honest is character that we think can bring this nation into a nation free from corruption, collusion, and nepotism. The fourth humble is a side of self knowledge and humility is the attitude of someone who has positif values, and of course this person is a simple and not arrogant. The fifth independent is an attitude in which the person is not dependet on others. The sixth self control is being able to control our emotions, because emotions can drown out resoning, this is why self control is important for us, if you have slef control you can easy to talk with other people without including your emotions.⁶

Character plays a central role in shaping a person's thoughts and actions. Character education provides a strong foundation for developing positive habits of thought and behavior, and encourages individuals to act in accordance with high standards of behavior. It helps individuals to live harmoniously in various to live harmoniously in various social contexts and make responsible decisions.⁷

Pujiasih said that, character education provides an essential moral and ethical foundation for students development.⁸ Basically character is the basis of education before learning anything else. Character can be seen from the results of the education that has been done and this is given priority in the

⁶ Dharma Kesuma, page 76-78.

⁷ Syamsul A. Kamaruddin, "Character Education and Students Social Behavior" *Journal of Education and Learning*. Vol.6 (4) pp. 223-230, 2012. Page, 225.

⁸ Erna Pujiasih, "Penguatan Pendidikan Karakter Dalam Pembelajaran Bahasa Inggris Dengan Cerita Pendek" *Jurnal Ideguru*, Vol.2, No.2 November 2017. Page.74.

learning process. The educational outcome are often reflected in the character of students where they have completed their formal education.

Character education plays an important role in shaping students personalities. Good attitudes and character not only create individuals who are responsible and have integrity.⁹ According to the above explanation, it can be concluded that character education in addition to having a good impact on students, character education also educates students to become responsible in their actions and words. It makes students have good values and it will be different for students who are students with good character and students who do not have good character.

Good character, according to the traditional perspective, needs to be taught, modeled and developed in children by the significant adults in their lives. They are directly instructed in virtuous behavior and are given opportunities to live these virtues.¹⁰

Pesantren character education is very important to be applied in the school, because character education is not merely to enrich students' minds with explanations, but to improve morals, train and heighten enthusiasm, respect spiritual and human values, teach honest and moral attitudes and behavior, and prepare students to be taught. Regarding religious ethics above other ethics. The aim of *pesantren* character education is not only pursue the

⁹ Luluk Aulia Aghni, "Character-education in English subject: Teacher's perceptions and strategies" *Journal of English Educators Society*, Volume 5, 11th September 2020. Page, 130.

¹⁰ Madonna M. Murphy, *Character Education in America's Blue Ribbon School*, United States of America: A member of the Rowman and Littlefield publishing group, 2002. Page, 13.

interests of power, money and worldly glory, but to instill in them that learning is an obligation and devotion god.¹¹

Mr. Mastura as Principle of MA 2 Annuqayah is one of the senior high school as an educational institution in Guluk-Guluk Sumenep. MA 2 Annuqayah which is located in the Madaris 2 Annuqayah neighborhood and was established on 01th May, 1982 on the initiative of the *Cleric* Annuqayah, quality and independent education as well as in the context of participating in the success of national development, especially in the education sector.¹²

According to Faizal Umam student MA 2 Annuqayah, he told implementation *pesantren* character education at school, for the first, every morning before class begins students must recite yasin together. The second, teachers and students do sunnah dhuha prayer. The third, teacher and student do dhuzur prayer. Of course, in class the teacher always gives good advice to students, and instills good moral values.¹³

A previous study "The Implementation of Character Education by Using Curriculum at 8th in State SMP N 1 Guluk-Guluk Sumenep." This study field work research of qualitative approach, the result of this study was that the character values implemented include: religious values, creative, independent and responsible, the spirit of nationality and love for the motherland, communication and love the environment.¹⁴

¹¹ Zamakhsyari Dhofier, Tradisi Pesantren, Studi pandangan hidup kiyai dan visinya mengenai masa depan indonesia, page, 45.

¹² Direct Interview with Mastura SA,g, as principle of MA 2 Annuqayah, interview (8 april 2021)

¹³ Direct interview with faizal umam, student of MA 2 Anuqayah, (8 April 2021)

¹⁴ Sa'di, "The Implementation of Character Education by Using Curriculum At 8th In State SMP N 1guluk-Guluk Sumenep" Stain Pamekasan, 2013, h8

The second of previous study were conducted by Binti maimunah This reaseacrh about the implementation of character education in the formation of student's holistic personality, in this study used qualitative approach and type of reaseacrh descriptive, the data of this research was collected by observation, documentation, and interview. The pupose of this study was to describe implementation of character education in the formation of student's holistic personality.¹⁵

English learning is very necessary because English learning requires seriousness and persistence, because students will master in English if they instill good values and character in their personality. Therefore, the character *pesantren* is indispensable for students in the English learning process. In addition to creating a generation that has a noble ending, it is also to foster a sense of seriousness among students in learning, especially English. Therefore character education is needed.

The method is a method or system use the facilitate or learning process to the achieved the specified goals, in learning process used whitin the MA 2 Annuqayah scope using the theacher method self-taught or verbal explanation. Strategy is a careful plan of learning to achieve specific goals. English learning strategies at the MA 2 Annuqayah can apply directly in English learning strategies.

¹⁵ Binti Maimunah, "Implementasi Pendidikan Karakter Dalam Pembentukan Kepribadian Holisti Siswa" Jurnal, Pendidikan Karakter, Tahun, V, Nomer 1, Tahun 2015, <http://journal.uny.ac.id>.

The interaction is a relationship between humans, both individual with individual or group with group. At school of MA 2 Annuqayah, the teacher and students interact with each other discussing the material discussed in learning, ranging from religious lessons or general lessons. One of them is english learning, where teachers need a more approach to their students can know that the character or ways of the students of mastering in English.

Based on the above phenomena, the researcher conclude that it would be interesting to study the implementation of *pesantren* characters in English learning. The student would be motivated interesting in learning english, it can be used as data for this study. Furthermore, the researcher is interested in conducting a research entitled "The implementation of *Pesantren* Character Education in English Learning at MA 2 Annuqayah Guluk-Guluk Sumenep."

B. Reseach Focus

Based on research context, the research formula the research focus as follow:

1. How does the implementation of *pesantren* character education in English learning at MA 2 Annuqayah Guluk-Guluk Sumenep?
2. What are the urgency to implementation of *pesantren* character education in English learning at MA 2 Annuqayah Guluk-Guluk Sumenep?

C. Research Objective

Based on the research objective, the researcher stated that research objectives as follows:

1. To describe how the implementation of *pesanten* character education in English learning at MA 2 Annuqayah Guluk-Guluk Sumenep?
2. To describe the urgency to implementation of *pesantren* character education in English learning at MA 2 Annuqayah Guluk-Guluk Sumenep?

D. Significance of Study

Theoretical significance is about the benefit in science, and the practical significance is focused on an effort and step to solve the problem.

From the result in the study The results of this study are expected to provide some beneficial contributions as follows:

1) For the Teachers

This will be a guide how to use "character education" in English learning especially, but generally for other subjects, teachers will know the problems faced by the teachers in using "character education" especially in English learning. It is also hoped to overcome in the problems for faced by the teachers in the use of the character education in English learning. Findings of this study are aimed at evaluating the use of character education in English learning.

2) For the Students

Researchers hope that result of this research can help the student to:

- a. For make students have self-confident.
- b. Make the student easier communicate with other people.

3) For the Researcher

This study result will be a useful and significant experience. However, it is hoped to be a prior research for further ones on use character education in English learning.

E. Definition of Key Terms

Definition of key term is needed to avoid the differences of understanding and misinterpretation of difficult words. The terms that are needed to explain are term that concerned with the main concepts in thesis.

1. Character Education

Character is a mental quality and also a person's morals.

2. *Pesantren* Character Education in MA 2 Annuqayah

Pesantren character education is a real action to use character development completely values and morality at school.

3. English Learning

English learning is foreign language where people are able to learn about english.

F. Previous Study

In this study, there are some similarities between previous research and the current author's research. The similarities include both researching the implementation of pesantren character education in English learning, both there is an element of attachment between teacher and students when learning English learning skill by implementation of pesantren character education in English learning at school. And some previous studies both used qualitative research methods. While the difference between previous research and the current author is that only one exactly in the research method, while the previous research methods partially use quantitative research method, while the current author uses qualitative research method.

A previous study from research is important for both researchers and readers. This will guide researchers to find different ways and develop research from previous research. The first study of Nur Hidayati, and Dian Andesta Bujuri in their journal entitled; "Implementation of Islamic Boarding School Character Education" The researcher explained that character education between the two Islamic boarding school has proven to be quite effective in building character in *Santri*. Therefore, the main objective is to be carried out intensively in the field of education which is integrated with the vision, mission, therefore stakeholders in the Ponpes. Through these activities, *Santri* are accustomed to practice positive values.¹⁶

¹⁶ Nur Hidayati, And Dian Andesta Bujuri, "The Implementation Of Character Education Islamic Bording School". *Lentera Pendidikan*, Vol.23, No 1 Juni 2020: 127-140, Page, 138.

The second previous study of Pujiasih, "Strengthening Character Education in Learning English with Short Stories" in this study said: from the activities in the learning the process, the teacher teach educate and convey knowledge and values morals with various activities in pairs and groups so that there is communication between students and they work together for apply the character that can be owned by students. Activities for develop this character can planned by delivering value spirituality, honesty, self-confidence, cooperation, empathy, responsibility, courtesy, friendly and so on. From the learning process and teaching proses it is hoped that it can bulid a chracter so that make a habit and make students with good character in everyday life.¹⁷

The third previous study of Milad Islami "Character Values and Their Internalization in Teaching an Learning English at Madrasah" the conclusion of this research is The character can be subtly integrated into the teaching and learning process, paricularly in English Class at MAN 1 Samarinda. While the planning and appliction of character education are evident, the evalution stage seems to have been overlked. However, the fact that character values are still internalized by the english teacher into the teaching and learniing process, albeit unintentionally.¹⁸

The fourth previous study of Abdurrahman stated, "Character Education In Islamic Boarding School-Based SMA Amanah" This research says that the principal's policies regarding the practice of character education

¹⁷ Erna pujiasih, P,79.

¹⁸ Milad Islami, Character Values and Their Internalization in Teaching and Learning English at Madrasah, *Dinamika Ilmu* P-ISSN: 1411-3031; E-ISSN: 2442-9651, 2016, Vol. 16 No. 2, P, 287.

of *pesantren* includes aspects of local and global education. Community service for students is a concrete implementation that supports character education in the Islamic boarding school environment. The objective of character education is to empower the youth, as the next generation, to appreciate, understand, and embody the values and norms of both *pesantren*. It is anticipated that their accumulated experience, knowledge, abilities, skill and background will guide them to fully realize these values and norms in their future lives. Character education in schools involves comprehensive efforts through training, teaching, direction, and example. The supporting environment built from these factors has a very student character, helping them develop positive values and good attitudes. *Pesantren* prepare their graduates well to combine science, religious values and charity in their lives. While foreign English, *pesantren* ensure that their graduates have broad insight and are able to contribute significantly to society.¹⁹

The fifth previous study of Abdullah, "Islamic Boarding School: Institution of Character Education", in this research saying: The principles that prioritize the maintenance of good tradition and acceptance of positive innovation are the foundation that can contribute to improving the values. With an effective, efficient approach and the right renovation, the *pesantren* can play an important role in creating harmony between individuals as part of humanity. *Pesantren* should continue to be carried out, especially in the field of management, building management must also be a serious

¹⁹ Nana Herdiana Abdurrahman, Character Education In Islamic Boarding School-Based Sma Amanah, Vol. 2, No. 2, June 2016 M/1437 H, P 305. DOI: <http://dx.doi.org/10.15575/jpi.v2i2.791>

concern so that it looks organized, the *pesantren* education curriculum, and various fields of expertise (language and life skills). *Pesantren* can become educational institutions that not only provide academic knowledge, but also strengthen spiritual and moral values in order to produce quality and holistic human resources. The presence of *pesantren* serves as a valuable partner for government institutions in enhancing the equality of education.²⁰

²⁰ Aswad Abdullah, Islamic Boarding School: Institution Of Character Education, *Studia Religial, Jurnal Pemikiran dan pendidikan Islam*, Vol. 4 No.1, Juni 2020, pp. 98-107, page, 104-105.