

CHAPTER I INTRODUCTION

1.1 Background

Indonesia requires human resources in sufficient quantity and quality to support the development of the nation. Education has a crucial role to produce qualified and responsible human resources. Human resources with good character could be result by good education. Our educational father "Ki Hajar Dewantara" mentions that character education should be a major concern in the implementation of national education in addition to intellectual and physical education. According to Ki Hajar Dewantara, education is a growing effort to advance the character (inner strength, character), mind (intellectual) and the child's body. He thought that the character and mind should not be separated so that we can advance the perfection of life of our children. Based on this view, the character education is a very important for our education. This is in accordance with UU No 20 of 2003 on National Education System in Chapter 3, which states that the national education serves to develop skills and form the character and civilization of the nation's dignity in the context of the intellectual life of the nation. National education aims at developing the potential of learners in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.

Government Regulation No. 17 of 2010 on the Management of Educational Implementation of Article 17 Paragraph (3) states that basic education, including junior high school (SMP) aims to build a foundation for the development of potential learners in order to become a human being (a) faithful and devoted to God Almighty , (b) noble, and noble personality, (b) knowledgeable, competent, critical, creative, and innovative; (c) healthy, independent, and confident; (d) tolerant, sensitive to social, democratic, and responsible . Accordingly, it is clear that the purpose of education at all levels, including junior high school is associated with the formation of the character of the learner.

Based on the function and purpose of national education, it is clear that education at all levels; including junior high school (SMP) should be organized systematically in order to achieve that goal. This is related to the character formation of students so as to compete, ethical, moral, polite and interact with the community.

Based on research at Harvard University in the United States (Akbar, 2000), it turns out a person's success is not determined solely by the knowledge and technical skills (hard skills), but more by the ability to manage ourselves and others (soft skills). This research suggests that success is determined only about 20 percent by the hard skills and the remaining 80 percent of the soft skills. Even the most successful people in the world can succeed because the more widely supported than the ability of hard skills soft skills. This suggests that the qualities of education students are very important characters to be improved.

The purpose of education in junior high school, including the development of character, should be achieved through the development and implementation of the Education Unit Level Curriculum (SBC), which refers to national education standards (SNP). In the SNP has clearly defined competency standards and materials to be delivered to students. Characters are also included in the material to be taught and mastered and is realized by learners in everyday life. Characters are the values of human behavior associated with the Almighty God, self, neighbor, neighborhood, and nationality embodied in the thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture , and customs.

Character education is an investment system the values of the character of the citizens of the school which includes the components of knowledge, awareness or volition, and action to implement these values, both to the Almighty God (Almighty), ourselves, others, environment, and nationality so that a man perfect man. In character education in schools, all the components (stakeholders) should be involved, including the components of education itself, namely the content of curriculum, learning and assessment, quality relationships, handling or management subjects, school management, the implementation of the activity or

co-curricular activities , empowerment infrastructure, financing, and all citizens working ethos and the school environment.

According to Megawangi (2007), student character education is to form the characters through the proses knowing the good, loving the good, and acting the good. That is a process of education that involve cognitive , affective , and psychomotor aspects .So that, good character can forms be habit of the mind, heart, and hands. Therefore, it's not precise if character education only religion and civilization education (PKN) affairs. Character education involves all of subject matters. Even, it seems not fair if character education only thrust and be responsible of school institution. Basically a character education can be integrated in the learning in each subject. Instructional material relating to the norms or values in each subject should be developed, explicit, associated with the context of everyday life. Thus, learning the values of the character not only on the cognitive level, but it touches on the internalization, and actual practice in the lives of student's everyday in the community.

Broadly, educational problems are often found is the lack of student learning outcomes at the level of secondary school (SMP), especially in natural sciences. Science subject at school intended that learners have the following capabilities: (1) Increasing confidence in the greatness of Almighty God to the existence, creation of beauty and order of nature, (2) Develop an understanding of a wide range of natural phenomena, concepts and principles of IPA useful and can be applied in everyday life, (3) Develop a curiosity, a positive attitude, and awareness of the relationship interplay between science, environment, technology, and society, (4) Conducting scientific inquiry to develop thinking skills, behave and act and communicate scientifically, (5) Increase the awareness to participate in preserving, maintaining, and preserving the environment and natural resources, (6) Increase the awareness to appreciate nature and any regularity as one of God's creation, (7) Increase the knowledge, concepts, and skills of science as a basis for continuing education to the next level.

From the purpose of natural science subject in SMP, it's clear that the value that contain in purpose of natural science subject also relate to character. So

character education can be integrated in the learning in each subject including science. Basically science education is directed to "find out" about the systematic nature is to "do or do something" because science is not just a mastery of knowledge in the form of a collection of facts, concepts or principles, but also is a process of discovery. Physics is a part of science that is the result of human activity in the form of knowledge, ideas and concepts that are organized around the nature of the experience gained through a series of scientific processes. For some students regard physics as a super tough lesson, and some students say the most frightening lesson, especially if the teacher's killer, sinister, rarely smiles, and others.

In order to the learning process can improve learning outcomes of students, and then students must have a strong motivation to learn physics and the perception that it was very enjoyable. This is where the role of a teacher is required to be able to change and learn to break the ice with a nice model for studying not only a knowledge transfer process, but should be entertaining, stimulating, interesting and not boring. In accordance with the ideals of the national educational goals, teachers need to have some principles of teaching which refers to the internal capacity building of students in designing and implementing learning model. Increase in the internal potential for example by applying the kinds of learning models that allow learners are able to achieve full competence, and contextual whole. Yet to accomplish this, a teacher must first be good to design a customized learning scenario with a model that will be applied to the learning objectives are achieved and obtain a satisfactory learning outcome. Integration of character education in the learning process carried out starting from the planning, implementation, and evaluation of learning in all subjects. Among the principles to be adopted in making lesson planning (designing learning and assessment activities in the syllabus, lesson plans and teaching materials), carry out the learning process, and evaluation are the principles of contextual learning (Contextual Teaching and Learning).

Basically the concept of contextual learning is learning that helps teachers relate subject matter to real life, and motivate students make connections between

knowledge learned to their lives. Contextual learning applying a number of learning principles. One of principles contained therein is inquiry. Inquiry is the process of moving from observation to understanding, which begins with the observation of the questions that arise. Answers to these questions obtained through a cycle of up allegations, set of hypotheses, develop ways of testing hypotheses, making observations further, and develop theories and concepts are based on data and knowledge.

The reason to use of inquiry methods is the students will gain a better understanding of natural science and will be more interested in natural science when students are actively involved in learning. Active involvement is proven to improve student academic achievement and student attitudes toward science. Method of inquiry is a method of learning that seeks to instill the basics of scientific thinking on students in the learning process so that more students learn on their own, develop creativity in solving problems. Students actually placed as a study subject.

In the inquiry-based learning, students learn to use critical thinking skills as they discuss and analyze the evidence, evaluate the ideas and propositions, reflecting the validity of the data, process, and make a conclusion. Then determine how to present and explain the findings, and connect ideas or theories to get the concept. Applying the principles of inquiry learning can develop a variety of characters, such as critical thinking, logical, creative, and innovative, curiosity; respect other people's opinions, manners, honesty, and responsibility.

To determine the extent of the influence of the use of inquiry methods in teaching and learning and character development as pointed out above, the researchers found it necessary to conduct a study entitled: ***“The Effect of Character Education Implementation toward Improvement of Students Curiosity and Critical Thinking Ability Using Inquiry Learning Model at Junior High School”*** .

1.2. Identification of Problems

Based on the background of the issues that have been described, it can be identified issues relevant to this study, among others:

1. The importance of character education in the process of implementation of national education.
2. Character education is not integrated in the learning in each subject including Physics.
3. Lack of involvement of students in the Learning Process.
4. Character education using inquiry learning is not implemented yet.
5. Students weakness in curiosity and critical thinking

1.3. Limitation of Problems

In accordance with the identification of issues and breadth of scope of the problem, then this study is only limited to:

1. Instructional design applied in this study is the use of character education through the implementation of character education using inquiry learning.
2. Character that will be improved are curiosity and critical thinking of students in Science.

1.4. Formulation of Problem

Based on the above problems, it is the formulations of the problem in this study are:

1. Is there the difference of critical thinking ability with character education implementation using Inquiry Learning and Inquiry Learning without character education?
2. Is there the difference of critical thinking ability between students that have high curiosity and low curiosity?
3. Is there any interaction between Inquiry Learning with character education and Inquiry Learning without character education with curiosity toward critical thinking ability?

1.5 Research objectives

Each study is certain to have targets to be achieved. The purpose is the starting point for doing activities and these activities will be measured from the level of success. The purposes of this study are:

1. Knowing the difference of critical thinking ability with character education implementation using Inquiry Learning and Inquiry Learning without character education.
2. Knowing the difference of critical thinking ability between students that have high curiosity and low curiosity.
3. Knowing the interaction between Inquiry Learning with character education and Inquiry Learning without character education with curiosity toward critical thinking ability.

1.6. Benefits of Research

Benefits to be gained in this study are:

1. As a handle material for researchers in carrying out their teaching duties in the future.
2. As input to the teachers / prospective teachers that inquiry learning can be an alternative option to develop the character of students.
3. For additional reference material for researcher in further research.