

CHAPTER I

INTRODUCTION

A. Background

Nowadays, character came to mean a distinctive mark by which one thing was distinguished from others, and then primarily to mean assemblage of qualities that distinguish one individual from another. The character itself is the one of education process product besides knowledge, skills, and values (Homiak, 2011). The character could be defined as attitudes which present in human. Nevertheless current condition reflected that people character was decreasing all the time, criminality rate was increasing sharply and environment awareness was decreasing. According to articles in media online that has written by Jordan (2013), SMK student threw “air keras” to a public transportation passenger and also several passenger, some people injured because of that accident, Jakarta 4th of July 2013. Another case on the criminality level case in Bandung it’s been dominant and increasing significantly as adolescences crimes such as gangsters crime in several days ago which injured even killed people, and robbery by a number of adolescence in several public place. According to several accident that happened, we know that urgency of character education increasing all the time but on the facts education implementation lack of character education. National character must be responsible for all citizens and personal not only as an individual, teachers, schools, and parents and government responsible. Seen from recent conditions and analyze our education system in Indonesia, we have to take an action to maintain good character that should be objectives National curriculum priority.

Indonesia’s school commonly has been using two type of curriculum which is National curriculum and International curriculum. National curriculum is a curriculum that created by Indonesia’s government as a National effort to develop Indonesia’s people to be better character human being to be. While Cambridge curriculum is an International curriculum that has made by

University of Cambridge, as a not-for-profit organization that continually invest in education, research and services for schools. Cambridge International curriculum is an International curriculum which most frequently implemented by International schools in Indonesia. As quoted from antara news online (2013) number of school in Indonesia has conducted a test in 28.000 using Cambridge curriculum, an increase of 15% from 2012 and nowadays, there are 166 schools based on Cambridge curriculum in Indonesia and more 9000 schools around the world implemented Cambridge curriculum, it sure happened because of many school want to get the best system partner as their promises toward education consumer which is students. That point before showed that how globalization era has emerged high competition between human being to be capable and competent through get the best place as objectives and recognition of life. Beside that Cambridge curriculum provide an effective, analytical and logical improvement system through learning activities, as stated by Simarmata Salvatore (2013) that Cambridge curriculum help student through develop their intellectuality, personality, emotion, and socialization ability. All of it has failed be found from National curriculum implementation result, as a consequence parents rather be schooled their children at Cambridge curriculum school.

Teachers and societies were regarding that character education as a new phenomenon, or regard as same as religion education, or regard that character education is a family responsibility. When we were treasured into past, more than 2000 years ago, Aristotle has declared that “every mature people involved into development children or even inhibit, as direct or indirect”. That fact appointed that mature people or adult was involved as intent with children. Hence teacher couldn’t avoid from “doing” character education. Direct or indirect, teachers were formed their student character, as simply through “relationship”, or through positive or negative example. Therefore character education not a choice at schools, character education couldn’t be avoided and must be school’s priority and focused (Adisendjaja, 2011). According to the above statement we know that character education not only as National responsibility but also for all of adults, teachers, and education participants. Hence in a learning process we have to apply good virtues, norms, values to

achieve better character through daily learning activities behaviour, learning strategy or learning approach.

Character that must be implemented is a good character, especially for student good character must be formed and internalized in their self. One of good character that was representing character as a learning process result is a scientific character, why scientific character? It's because scientific character representative as real product of science learning through scientific attitudes. Accordingly we should be regard the urgency role science learning process especially biology learning in student character forming as Sudrajat (2011) said that character education is important for the human's life so that the role education plays is not only limited to showing the moral knowledge, but also loving and willingness to take moral action.

In handle the low of Indonesia people character, Cambridge curriculum was designed to fulfil globalization and National morality level demand in which curriculum contents are competencies which was stated on core competency subject and was specified on basic competency. Moreover Cambridge curriculum was designed to giving student's learning experience as wide as they could for their attitudes, skills, and knowledge development. Whereas learning experience result is student's result itself which is described human qualified that was stated on Cambridge syllabus vision point (Cambridge IGCSE Syllabus, 2013).

Technique on conducting the character education in a school should be developed by biology subject teacher one of them by environmental approach on learning process. According to Saputro (2012), character formation is strongly bind with environmental learning process, Innovation-based science learning environment and natural is one of the alternatives that are made. This is caused by nature and the environment is rich in biodiversity and non-bio as a source of learning. In nature-based science learning environment and students can learn science through direct experience. With direct experience of the lesson students will further appreciate the science itself. Therefore the significance of science learning will be achieved. Environmental and natural-based learning is expected to change the paradigm, that school quality is not always expensive.

To change this paradigm required a quality education system and affordable, do not rely on expensive props, but refers to the nature and the environment as a source of knowledge. Advantages based learning environment and natural of them is to carry out religious advice because there are some texts that suggest to us to take a lesson from nature. Train, sharpen and stimulate the intellectual power to be able to communicate with nature, thus interwoven harmonious relationship between man and nature. Can adapt to the local nature, students will not feel strange by the state of nature in its own country. Indirect way that environmental learning process involved as education character pathway.

The biggest challenge of this study to present a deep and comprehensive about how profile scientific character that will be formed on senior high school in environmental learning process based on Cambridge curriculum core competency demand and examine it is right that Cambridge curriculum was designing to achieve better people character than another. The expectation on this research are Cambridge curriculum can covering and answering low levels of Indonesian people character, and also this research can be one of character education reference for another researcher.

B. Statement of Problems

The Problem that will be focused on the research is “How scientific character profile of secondary level student that will be forming through environmental learning process based on Cambridge curriculum demand? The problem was then expanded into several research questions as follow:

1. What is scientific characters that would be forming on secondary level students through environmental learning process based on Cambridge curriculum demand?
2. How is scientific attitude level that would be forming on secondary level student through environmental learning process based on Cambridge curriculum demand?
3. What is the most scientific character that emerge on secondary level student through environmental learning process based on Cambridge curriculum demand?

4. What is the rarest scientific character that emerge on secondary level student through environmental learning process based on Cambridge curriculum demand?

C. Problem Limitation

Due to the wide range problems addressed, researcher then set limitation for this study as follows:

1. Scientific characters that will research on this study are honesty, objectivity, curiosity, open mindedness, persistence, self-motivation and focus.
2. Cambridge curriculum that has used for this study is IGCSE biology on section I (diversity of living organism) and section IV (relationship between organism and their environment).

D. Research Purpose

The main purpose of this research was know how scientific character profile of secondary level student through environment learning process based on core competency demand of Cambridge curriculum

E. Research Significance

1. For The Researcher

Obtain a comprehension about character education especially scientific character profile that will be formed through environmental learning process based on Cambridge curriculum core competency demand.

2. For The Other Researcher

As a reference on analytical comprehension about character education especially scientific character profile that will be formed through environmental learning process based on Cambridge curriculum

3. For Teachers

As a reference comprehension how student scientific character profile that will be formed through environmental learning process based on current curriculum that is Cambridge curriculum.

4. For Students

Facilitate the construction of scientific character profile as like as Cambridge curriculum demand priority

5. Theoretical Significant

As a reference to encourage how character education urgency on an environmental learning process and how scientific character formation on senior high school student through environmental learning process.