

INTEGRATING CHARACTER EDUCATION IN TEACHING SPEAKING FOR BUSINESS ADMINISTRATION STUDENTS

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Abstract

Globalization along with the advancement of information and communication technology has brought tremendous effects on students' character. Education field as a place of community has to contribute in developing students' character traits. Integrating character education in curriculum is the key for qualified education. This research aimed to describe the way to integrate character education in teaching speaking for Business Administration students. The data was obtained from teaching and learning process upon Business Administration students of higher education in the first semester of academic year 2015/2016 in Sidoarjo, Indonesia. The research results are expected to be a reference for further educators who are interested in integrating character education into curriculum.

Key words: *globalization, character education, teaching speaking, business students.*

Introduction

Globalization gives various effects on human life aspects particularly in education field. Rapid integration of information and communication technology forces education field along with family (parents) and society, to take roles in shaping students' character. There is escalating demand of curriculum adaptation to social phenomenon happening in the society, in this case juvenile delinquency. The increase of juvenile delinquency cases tackled by Provincial Police is one of moral degradation indicators. In recent years, instances of school violence, disrespect, general lack of manners, and bullying have grown due to the lack of values being taught both at home and at school. In other words, youth disorders are on the rise while moral values are in decline. Education as a place of community is obliged to contribute in character education for students in order to prepare them to have global vision with good character.

Character education should not be defined without first defining "education" and "character". Definition of education varies for every country, but it has the same essential meaning. The Article 1 of the Act No. 20/2003 on Indonesian National Education System states that education means conscious and well-planned effort in creating a learning

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environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State. Meanwhile, Ministry of Education Malaysia declares that Education in Malaysia is as an-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. The two definition of education above concludes that the achievements of education are in terms of intellectual, spiritual, and emotional. The other similar meaning of education is proposed by Primarni and Khairunnas (2013) by the term of Holistic Education which comprises triangle of affective-cognitive-conative (religious). This definition implies that education is the balance among knowledge, behavior, and spiritual.

Meanwhile, character is defined as the possession and active manifestation of character traits called virtues (Noddings, 2002). Lickona (1991) emphasizes character on not only respect and responsibility, but also honesty, compassion, fairness, courage, selfdiscipline, helpfulness, tolerance, cooperation, prudence, and democratic values. According to Ministry of Indonesian National Education (2010), character is personal trait, temperament, moral or personality resulted from internalisation of virtues which are believed in and used as the basis of insight, thinking, behaving, and acting. Thus, character means personal traits of virtues reflected from insights and behavior.

The various meanings of education and character above lead to the definition of character education. Williams and Schnaps (1999) define character education as any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled and responsible. Character education is conscious efforts to help somebody to understand, feel, and behave ethical values (Lickona, 1991). In other words, he argued that character has relationship with moral knowing, moral feeling, and moral behavior. Curriculum Center of Research and Development Agency of Indonesian National Education Ministry (2011) announced 18 values in character education which based on national culture. They are religious, honest, tolerant, discipline, hard working, creative, autonomous, democratic, curious, nationality sense, country loving, respectful on achievement, friendly/communicative, peace loving, reading habit, environmental care, social care, and responsible.

Character education as a conscious effort implies that character traits can be learned and acquired, therefore educators must teach them. Educators have tremendous power to teach students to develop strong character. They have to teach students about themselves, about the kind of person they want to be. Character education does not mean indoctrination

but it is reasonable virtues inculcation. It must be done directly by adding explanation and reason to the command. Since intellect cannot be separated from moral, character education must be a part of educational agenda rather than a merely another trend. Morality is individual transaction with community namely education.

Character education at the university level where students are in transition from the stage of adolescent to adult (aged 18-22 years and over) is in need of development. These two stages have different development in terms of intellectual, social, physical, moral, emotional and psychological. Moral reasoning and moral identity are the two examples of this character development. Students at college education need to have the ability to figure out what is right and what is wrong, transforming from self-oriented concerns to more socially oriented concerns. Damon (2002) moral reasoning is the cognitive capacity to reason about matters of right and wrong to a variety of moral and immoral behaviors such as altruism, cheating, delinquency, and risky behaviors (such as unsafe sexual practices and drug use). Meanwhile, moral identity refers to the centrality of being good to one's self-concept because of its appearance.

Character education is as important as academics; therefore, it must be infused into the curriculum by accommodating some components. Noddings (2002) mentions some components of moral education i.e. modeling, dialogue, practice, and confirmation. Model functions as exemplars for students while dialog serves as a form of attention and interpersonal reasoning. Practice means opportunity for right use and confirmation refers to giving response. Problem solving, decision-making, and conflict resolution are important aspects of developing moral character (Vess&Halbur, 2003).

Various activities can be conducted in teaching character education in the classroom. Rubenstein proposes reinforcing life skills in the classroom by reading character in books, using students' real life experiences, and practicing modeling life skills. Lewis suggests some character education ideas for the curriculum of English Language Arts such as describing positive adjective, choosing a story in the reading books, exploring the feeling and sharing personal experiences of doing nice things through a class discussion format or through a free-writing exercise.

Teaching character education also needs some strategies to make it works in the classroom. Narvaez and Lapsley address best practice instruction as the strategy for teaching moral value. They identify four levels of instruction i.e. 1) immersion in examples and opportunity, 2) attention to facts and skills, 3) practice procedures, 4) integrate knowledge and procedures. Level 1 means see prototype of the behavior to be learned and begins to attend to the big picture and recognize basic pattern while level 2 refers to focus on detail and prototypical examples, building a knowledge base. Practice procedures consist of setting goals,

planning steps of problem solving, and practicing skills while the last step means planning and solving problems.

Integrating character education with academic content in the higher education is mostly conducted through conversation, dialog, and practical discourse as sorts of speaking activities. Learning activity works largely through conversation which takes unpredictable turns. Noodings (2002) argues that conversation has roles in moral education as it involves logical reasoning. Conversation has reflective power to reject conversational moves that would destroy the process. Moral thinkers must be able to argue and judge logically about the character traits they embrace. College education as the higher stage must have adequate stimulation in terms of education and character development.

Method

The research design is descriptive as it tried to describe the way to have character education in the classroom. The data were obtained from teaching and learning process which was carried out at the first semester of academic year 2015/2016 with time allotment of 3x100 minutes. The research subjects were 26 higher education students of Business Administration Department in private university in Sidoarjo, Indonesia.

The Results

Teaching character education in the classroom must be conducted by integrating it with curriculum. One of materials for Business Administration Department was about leadership in business and the activity was greatly emphasized on speaking. The researcher took the theme of Good Boss, Bad Boss, and Ideal Boss as well as designed the activity of role-play acting as a boss and employees. The students must perform all activities in speaking, orally and spontaneously. Some steps were taken in integrating character education into the academic content, they were:

1. Reinforcing life skills in the classroom.

The researcher gave the students a reading text as a modeling about Good Boss and Bad Boss (see Appendices 1 and 2) so that they have something in their minds. The topic of Good Boss and Bad Boss were chosen as various characters of boss always exist in social life particularly in business; therefore students have to read it to make up their minds about what good boss and bad boss sound like.

2. Providing vocabulary for speaking.

The students were introduced about some terms of character traits. The materials were adapted from the book entitled Business Communication Games. They have to know what the traits look and sound like. In this step, the students were asked to put in a rank about the first three character traits of ideal boss as mentioned in Table 1 below.

Table 1
Character Traits of Ideal Boss

Hard-working	Humorous	Critical
Polite	Imaginative	Religious
Punctual	Tidy	Calm
Experienced	Supportive	Decisive
Generous	Sociable	Considerate
Well-organized	Diplomatic	Authoritative

3. Getting character lessons to sink in by using real-life experiences. The students have to figure out what thing is the most important for the min seeking job and give reasons. They had to choose the first three out of ten criteria adopted from the book entitled Business Communication Games as provided in Table 2.

Table 2
Priority Pyramids in Seeking a Job

Real responsibility	Job security
Opportunity to be innovative and creative	Good chances of promotion
Good relationship with boss	Within easy travelling distance
Friendly colleagues	Flexible working hours
A good salary	Low level of stress

4. Practicing of life skill model in problem management. Picking simple incidents to solve. The students were given role-play scenario adapted from the book entitled Business Communication Games and then were asked to play it. This task was intended to provide opportunities for them to practice character traits.

Table 3
Role-play "What would you do?"

You are reading the newspaper when the boss comes into your office. The colleague who shares the office with you is making a private long-distance telephone call. (3 people)	You are snoozing in a swivel chair when the boss comes into your office. The colleague who shares the office with you is writing an appointment in his/her desk diary. (3 people)
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<p>You are reading a memo when the boss came into your office. The colleague who shares the office with you is filling some important documents (3 people)</p>	<p>You have a notice from your boss that he/she will be absent today. You shout happily to your colleague. Suddenly, your boss comes up from his room. He just wants to check the staffs' performance when he is away. (3 people)</p>
<p>Your boss gives you full load of work and asks you for overtime. Your colleague didn't get the same thing as yours.(2 people)</p>	<p>Your boss asks you to accompany her/him to have meeting out of the town. You have already had a family planning. (2 people)</p>
<p>You are a top manager in a small but high-powered company. A lot of your colleagues have been showing signs of burnout recently. Your boss has called a meeting to hear suggestions on how to alleviate the staff's stress. You propose for going to aroma therapy area while your colleague suggest for fitness training. (3 people)</p>	<p>You are the boss. You are pleased with the performance of your two staffs. You want to give them reward as they have made the company's turnover increased. You ask them about kind of reward they want. You offer money, vacation, or promotion to the higher position. (3 people)</p>
<p>You and your two colleagues had waiting for your boss for an hour in the meeting room. All of you will have a meeting and your boss' phone couldn't be called. (4 people)</p>	<p>You and your two colleagues want to get absent permission from your boss. All of you have different personal reason. Your boss only will permit one of you to be absent. (4 people)</p>

5. Covering academic content with character education.
Since the academic content is speaking about leadership in business, the students' speaking ability were assessed based on fluency, accuracy, content, pronunciation, and vocabulary.
6. Provide effective feedback.
The students must be reinforced to appropriate and incorrect trait knowledge, feeling, and behavior. By using constructive criticism, doing on-the-spot correction, and catching positive behavior, the students can get constructive feedback for their betterment in terms of speaking ability as well as character traits.

Discussions

Integrating Character Education in Speaking about Business Leadership

Step 1, reinforcing life skills in the classroom, was conducted by giving reading texts about Good Boss and Bad Boss as moral stories can build character. Narvaez (2002) and Rubenstein suggest moral stories in reading text as tool for build moral literacy. Reading activity explores students' prior knowledge and strategically constructs meaning from the text. By reading, students are engaged to have character trait of reading habit besides other characters inside the story texts.

The true stories of Adrian Kurre and Thella F. Bowens about Good and Bad Boss they have ever had, assisted the students to construct their knowledge about positive and negative adjective which represent character. The characters of good boss and bad boss in leading company and how these influence the employees' performance are learned by the students. Reading activity was given at the beginning of teaching and learning process in order to bring schema (generalized knowledge structure) about boss. The schema will be used for the next step or second activity namely determining the criteria of ideal boss.

On the Activity 2, the students were engaged to have character trait of curious as they were aroused to know the meaning of positive and negative adjective. This kind of activity is what Narvaez and Lapsley call as recognizing broad patterns in domain (identification knowledge). The students have to develop gradual awareness and recognition in the domain of character traits. In this activity, the students were instructed to pick the first three criteria of ideal boss. They have to explain orally why certain characters are put in the first, second, and third. Most students gave their reasons based on how the characters give impacts on employees' performance.

Getting character lessons to sink in by using real-life experiences in activity 3 was carried on by asking the students to pick the first three criteria they use in seeking a job. This activity is closely related to students' real-life experienced as some of them have already got a job although some haven't got it yet. They share through speaking activity about their reasons, feelings, experiences, and expectations in the future job.

Activity 4, practicing of life skill model in problem management, is put at the last as this activity involves moral knowing, moral feeling, and moral behavior as proposed by Lickona (1991). Education is not only fostering understanding appreciation of emotions and feelings, but also acting with understanding and sensitivity. All social life skills are practical and need to be commitment. Therefore, at activity 4, the students were instructed to act in group, spontaneously and orally, based on the available role-play scenarios as the life skill model. First, they had to read and understand the scenario, and then they divided their team about who

acts as whom, who delivers what character, and how to behave toward the problem. This activity encouraged the students in solving problem.

Activity 5, covering academic content with character education, was conducted by assessing speaking ability in terms of fluency, accuracy, content, pronunciation, and vocabulary. The students were aroused to have character of friendly/communicative during the speaking activity both in individual and team work. The bank of vocabulary about character traits and words related to boss and employees have been obtained from activities 1 to 3. Consequently, the students were ready and could optimize their performance in role-play. The activities 1, 2, and 3 helped the students speaking in the aspects of fluency, content, pronunciation, and vocabulary. The students still made grammatical mistakes in accuracy aspect and they got correction on them.

Providing effective feedback as the last step is intended to give constructive development for speaking skill and life skills/character traits. Character education always needs evaluation as proposed by Lewis, assessment by CEP (Character Education Partnership), and reflection by Stedje (2010). Looking to what character might be good and making it students' own and seeking to change themselves and the world are sorts of reflection. Whether or not the character education works can be assessed and evaluated from improved academic achievement, behavior, peer interaction, cooperation, respect, and compassion. When the positive attitudes and behavior are present, for instance in role-play performance, it means that the students are better and able to commit themselves to their work. Drawing the line between teaching and preaching can be seen from students' willingness to do the talking, to do the sharing, and to analyze life skills.

Character Traits Development

The character traits engaged in activities 1-4 covered 15 out of 18 values in character education proposed by Curriculum Center of Research and Development Agency of Indonesian National Education Ministry (2011) i.e. religious, honest, tolerant, discipline, hard working, creative, autonomous, democratic, curious, respectful on achievement, friendly/communicative, peace loving, reading habit, social care, and responsible. Activity 1 arouses the students to have reading habit as they involve in reading story text and being friendly/communicative as they had to be able to explain the character of Good Boss and Bad Boss conveyed by the texts.

Character traits encouraged in Activities 2 and 3 are curious, religious, honest, tolerant, autonomous, and democratic. Curiosity was reinforced in Activity 2 as the students had to figure out the meaning of each word available in the Table 2. They explained, gave reasons, and described what character traits they chose. When the students took out the first three characters of Ideal Boss and ones of Priority Pyramids in Seeking a Job, they had to make decision by their own without being

influenced by others. Those activities were individual work so that they were capable of being democratic, autonomous, religious, and honest. When the students presented their decision by speaking orally and spontaneously, they were emphasized to be tolerant, respectful on achievement and friendly/communicative. They should respect and being tolerant for other opinions as well as being friendly/communicative in delivering their opinions. Activity 4 triggered the character traits of discipline, hard working, creative, peace loving, social care, and responsible. Since Activity 4 was group work, the students had to be discipline, creative, and hard working in managing their team performance. They must be peace loving and responsible in overcoming the differences among them. Thus, every activity designed for the students covered character education.

Conclusion

Integrating character education in the curriculum is an obligation so as to develop better people with better character. Infusing academic content and character development needs creative teacher to design and conduct the conducive teaching and learning process. Effective teaching always promotes both moral and academic excellence. Character traits can be learned and acquired through education of any subjects. Engaging the students in thinking, feeling, and acting about characters and values becomes the main role of educator. Character education involves educators, working with people to create and sustain environment where it is possible. Reflection, assessment, and evaluation must always be conducted during the integration of character education into the curriculum.

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