CHARACTER BUILDING OF ELT:THEORY, RESEARCH AND COMMENTARY IN INDONESIAN CONTEXT

(Membangun Karakter ELT: Teori, Penelitian Dan Komentar pada Konteks Indonesia)

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ABSTRACT

Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal values that we all share. This paper is exploring how theory, research and commentary about character building of ELT in Indonesian context. By reviewing journal published, the writer come to the three worth to be discussed. When we talk about character building, we can separated to character education, then the questions will come up to 1)Can we embrace character education in schools?, 2)What is the relationship between language and character building?, 3) and Is it possible to attain 'Moral Values' as a result of language and character building?. Conveying foreign language as a need to tolerate and to be sensitive to differences among others become one of the moral values attained

Keywords: Character education, Theory, Research, Commentary, Indonesian context

DEFINITION OF CHARACTER EDUCATION

Education has responsibility on developing human character, by the effort can be done by planting of local or national culture, change curriculum, teaching and learning, assessment or evaluation, and habits of all the educators. According to Greenberg (2003), education make students be knowledgeable, has skill, healthy, care, responsible, and hard working as a good civilization to build of student who has basic in character, culture, intellectual and commit to long life education. The quality of education that must be through by interaction in social life with skills and responsible: to practice of positive habit, no harm and healthy way; to support with ethical and responsible in group, family and school; and to have basic competency, work culture and values as thebasic for potential workers or citizens.

Khon (Schwartz, 2002) define character education as "a collection of exhortations and extrinsic inducements design to make children work harder and do what they're told. Even when other values are promoted caring or fairness, say

the preferred method of instruction is tantamount to indoctrination". Character education involve three aspects: cognitive, feeling and action.

According to Tappan and Brown (Schwartz, 2002) character education in formaland non formal can teach by moral experience of teacher, although this experience will give students in self-denial. Meanwhile, Marvin and Melinda, (2005), cited Character Education Partnership (CEP) which states that, character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal values that we all share. So, CE teach students about basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect.

So, why language teaching & character education in today's world seemed to be importand? Willinger (2009), Proposes & the goal of character education is to raise emotionally balanced, socially compassionate, and caring individuals with a solid value system into three reasons: 1) Youth are exposed to the consumption of unappropriate, divastating and uncontrolled internet products or general information, 2) Youth are tortured with many negative influences through the media and other external sources that finds their ways to children/students in today's culture, 3) Uncontrolled peer pressure from friends through their home environment, schools and social media. Not only in Indonesia but other country come to degradate value in society and it worry any people.Therefore, it is needed to restrengthen the importand of character building, and find more evident for it.

Sure, we can embrace character education in school moreover, the nationaleducation functions are to develop the capability, character, and civilizationof the nation forenhancing its intellectualcapacity,and also aimed atdeveloping learners'potentialsso that theybecomefaithfulandpiousto one and onlyGod;who possess morals and noble character;who are healthy, knowledgeable,competent,creative,independent; andascitizens,are democratic and responsible.(Kemendiknas, 2003,2:3). Thus, schools will be the place to build character out of family and society. Therefore, teachers can embrace character building in school.

CHARACTER EDUCATION IN INDONESIAN CONTEXT

In Indonesia context, character educationtherehasbeena growinginterestin charactereducation.The newestLawno. 20 Year2003on Indonesia's National Education Systemposits that national education aims to develop students' abilities and shape them to become persons with strong faith to God who have

noble characters, and are healthy, knowledgeable, competent, creative, independent and democratic.

In line with this, the ministry of education (MOE) of the Republic of Indonesia is implementing its new curriculum named 2013 Curriculum. One or the ultimate goal of this new curriculum is to improve the moral and character of the students. Next, to meet the expectations which were articulated in the 2003 Education System Act,schools in Indonesia offer religion subjectsto learners. As what Taher, the MinisterofReligiousAffairsfrom1993to1998,explained that religious education isintroduced to "support the religiousneedsofthe studentsandstrengthen their faith",andsecondly,to "promote respectbetweenfollowers of different faiths,interreligiousharmony, andnationalunity".

The Actof the Republic ofIndonesia,Number 20/2003onthe National EducationSystemArticle2,statesthatNationalEducationinIndonesiaistobe based on *Pancasila* and the 1945 Constitution of the Republic Indonesia. As explainedabove,*Pancasila*orthecodeoffiveprinciplesfor nationallife was designedtoholdtogetherreligion(beliefinone God),humanitarianism,national unity,democracy,andsocialjustice.Meanwhile, the 1945Constitutionof the Republic ofIndonesiarequiresthegovernmenttoorganize andruna national educationsystemthatstrengthensthepeople's faithandpiety toGodtheAlmighty andbuildstheirmoralcharacterinordertoenhanceintellectualcapacity ofthe nation.So, the sources of character of Indonesia taken from: Pancasila, Religion, Culture and Value.

Generally, the objectives of character educationfor students and values are 1) to develop a student's Knowledge and understand of basic moral & behaviour

ideology within different affiliations, e.g., religions, schools, universities, etc; 2) to developa student's rightattitudes, desires and purposes, that is, where a student develops a feeling of obligation to render any possible services to other individuals as well as to social groups; and 3) to develop a student's attitude of appreciation & gratitude toward others for benefits received.

Good character that will drive a student's behaviours in a well motivated and acceptable way by showing up for class/ teacher from the beginning till the end of the semester; Being on time for all school's, college or university programs; honouring & following teachers' instructions & directions at all time; ensuring that academic tasks are finished on time; and building a team spirit and a common sense of getting along with others.In brive, character education of education system focus on the characters of Strengthening the academic capability with logic and honesty;cultivating nationalism; cultivating care, tolerance, and respect; cultivating democratic values andenforcing law.

Four principles used to develop education character stated by the Ministry of Education and Culture (2010: 11-14).

1. Sustainable. This means that character education is a long process of cultivating characters started from the beginning until the end of education process at schools. It starts from kindergarten up to senior high school level. In the higher education level, character education focuses more on the empowerment.

2. Through all subjects, self-development, and education culture. This means that the process of character development is done through every single subject at school, every extracurricular program, and co-curricular program based on the Curriculum Content Standard.

3. Value is neither caught nor taught, it is learned (Hermann, 1972). This means that the value of character is not teaching materials. But, this is something to learn by students. The students are the subject of learning. Therefore, teachers do not need to change the teaching materials but provide students with chances and possibilities to learn and to internalize character education.

4. Active and interesting learning process.

Some techniques used in teaching learning prosess here are as follows:

1. Monolithic Model In this model, character education is considered to be a special subject.So, character education subject is treated like other subjects. This means that the teacher of character education should develop curriculum,syllabus, lesson plan and teaching Medias to teach character education subject to students. The good point of this model is that the concept of character education is delivered to students clearly. However, this meansthat the value learned by students is dependent on the curriculum design which means artificial. In other words it does not really give chance to students to internalize the value of character education.

2. Integrated Model

In this model, educating character values to students is the responsibility of every teacher (Washington, Clark, and Dixon 2008). In this model, the teachers can choose some character values to be inserted in their subject. By this model, it is expected that students will internalize character values

habitually during their learning time.

3. Out of School Time Model Character education can also be done out of

school hours.This usually focuses more on some activities out of school and then followed by discussion after the activities. This leads students to

have a real experience in practicing some character values but since it is

out of school time means that this is not part of the curriculum. Thus, it is

considered to be less effective to cultivate character values tostudents within the limitation of time.

4. Integrating Model Integrating model integrates the integrated and outof school time model. This can be done through cooperation betweenteachers and some other people out of schools. This model leads to a shared and cooperative activity among schools academics and people around the schools. In addition, the students will be overwhelmed by character education at school and then practice it out of school. From those four models, the mostideal and perfect model is the integrative one. This means that character education is integrated in all subjects at school and then the students get the real experience to character education.

EDUCATOR'S ROLE

Next, educator's role in character education for an attainment of positive learning to provide Effective introduction of topics, avoid indicating any persons bias ideology concerning the topic under discussion, be include in every member of the group in the discussion, try to prevent any one member of the group from dominating the discussion and ask questions to stimulate group members to

explore other points of view, review the various points of view contributed by group members at the conclusion of the discussion, assist students in understanding more clearly the benefits of making informed and responsible choices, and encourage students to explore a variety of problem-solving techniques as alternatives to antisocial behavior.

PRINCIPLES OF EFFECTIVE CHARACTER EDUCATION

Character Education Partnership CEP's (2010), Framework for School Success covers11 Principles for schools responsible for youth character development; 1)the school community promotes core ethical and performance values as the foundation of good character; 2) the school defines "character" comprehensively to include thinking, feeling, and doing; 3) the school uses a comprehensive, intentional, and proactive approach to character development; 4) the school creates a caring community; 5) the school provides students with opportunities for moral action;6)the school offers a meaningful challenging academic curriculum that respects all learners, develops theircharacter& helps them to succeed; 7) the school fosters students' self-motivation.8) The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students; 9) the school fosters shared leadership and long-range support of the character education initiative; 10) the school engages families and community members as partners in the character-building effort; and 11) the school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character. Knowing the principles of character education, teachers' role and its effective help a institution to embrace character into souls of school anyway.

THE RELATIONSHIP BETWEEN LANGUAGE AND CHARACTER BUILDING

There is a linking &intertwining relationship between language and character education, which has been into existence for a very long time. In line Michael, Violet and Deborah, (2009), Suggests that Character education, variously known as values education, moral education, transmission of cultural values, and socialization is regarded to have been around for centuries.Farris's (2001) report which states that historically, many leaders such as Aristotle, Quintilian, Muhammad, Martin Luther, Johann Herbart, Horace Mann and John Dewey have advocated for character education in schools. So, The study of language enables a student to develop mentally, psychologically, socially & emotionally from their mentors, e.g., teachers, counselors& with their peers students. Moreover, Aubrey's (2008)suggests that the relationship between language and culture amidst character up building, requires that a teacher must instruct their students on the cultural background of language usage. On the Contrary, If one teaches language without teaching about the culture in which it operates, the students are learning empty or meaningless symbols or they may attach the incorrect meaning to what is being taught. He cites that because language is so closely entwined with culture, language teachers entering a different culture must respect their cultural values. Since the knowledge of linguistic puts forward the concept of learning a language and a specific culture of that respective language, for easier communication which includes; 1) Proper tone in the speaker's voice& intonations applied, 2) Proper synonyms to be used, 3) Proper gestures to be used, 4) Proper non-verbal cues, 5) Proper idioms to be used, 6) Proper probing techniques and 7) Proper and polite disagreeing techniques.

THE ROLE AND CONTRIBUTION OF LANGUAGE FOR CHARACTER BUILDING

Communication is only completed between the sender & the receiver, due to a common language that the two does share, when one Breaking communication barriers, he or she build individual character by: 1) acquire knowledge and understanding of society, appreciation of their culture including languages, traditions, songs, ceremonies, customs, social norms and a sense of citizenship, 2) Acquire a good knowledge and practice of moral standards and health practices that will prepare them for responsible family and community life and 3)Develop desirable attitudes or behavioral patterns in interacting with the environment in a manner that is protective, preserving and nurturing (Obura, 2013).Communication in a foreign language is in real life almostalways intercultural interaction. It is necessary to convey to students that foreign culture is no worse and no better than ours, it is just different and you need to tolerate and to be sensitive to these differences.

A foreign language as a discipline has an important feature: we teach communication which by its very nature is personal. Teacher and students should become speech partners and lesson — a lesson of creative friendship. The task of the teacher is to arrange students to discuss the topic, the problem; listen carefully to himself, to teach it to their students; behave naturally, correct mistakes in the form of tips correct answer (in passing). If the teacher was able to successfully solve all these problems, then each lesson will be lesson forming the communicative skills of tolerance. Educational potential lies in the methods and forms of education.Educational value of the individual teacher in the teaching of foreign languages is very high. It is defined by its level of professional

competence, a common culture, personality and the ability to establish good contact with the students. The task of the teacher during the lesson is to stimulate interest in a foreign language and culture, to increase the motivation to learn a foreign language, to generate sympathy for the country of the target language.

RESEARCH

Character education (CE), while widely implemented in schools nationwide, has not been widely researched using comparative studies. Studies have been conducted, indicating positive student development resulting from CE programs or programs that provide a desirable CE environment (Harrington, Giles, Hoyle, Feeney, & Yungbluth, 2001; Leming, 2000; Schultz, Barr, & Selman, 2001; Williams, Yanchar, Jensen, & Lewis, 2003).There are some researches of an efford of how the difficulties of english teachers in instilling character building through narrative stories The research revealed that there are several obstacles faced by teachers where the result showed that the couse are time allotment provided is not enough for the teacher to deliver such good values from the narrative stories being taught, he/she then tends to bring the cognitive parts up by discussing the linguistics parts and emphasize how students understand the story without even give time for them to apply the good value in their daily life. Besides, the lack of teaching materials to support the implanting process of character through narrative stories is also blamed to be the reason why teachers find it difficult to apply character building process.

Another research in level college about character building in language learning: Immersion principle in the implementation of responsible, fair, and care values in developing EFL classroom activities the result showed that The immersion principle (Vale, Scarino, & McKay, 1991) says that learners learn best in an environment where they are surrounded by a range and variety of spoken and written language; which include teacher talk, other classroom talk, audio or videotapes, specially-prepared written information, or reality and written texts from outside the classroom.

In the level of secondary school, Inculcatingcharactereducationthrou ghEFLTeaching throughcurriculum promotedrational orsecular moral educationand how the EFL teachers enacted religious moral education given religiosity is salient in both the community and schools. Bernstein'sconcepts ofpedagogic discourse,instructionaland regulative discourses wereadoptedtoanalyse howEFLteachers haverecontextualizedboth curricularreformsintheirmicropedagogicset tings.

COMMENTARY

Practitioners agree that it is difficult to implement any kind of school-based initiative, character education or otherwise, without a behavioral foundation in the classroom. The Government has expectation by integrated character education into curriculum of education can be able to cope in crisis of human character and culture.Because most character education programs are not implemented in a format that qualifi es them as evidence-based, it is instructive to take a moment to consider the process by which the hundreds of character education initiatives are distilled into a set of "successful" programs that then define "best practices." Identified "best practices" have broad implications for the future of moral development and programming as they infl uence the adoption of character education practices by schools and channel research efforts in particular directions.

The debate in education sphere is now revolving around character education. Some proponents of character education

maintain that it calls for a deliberate and conscious actionon the part of the educators to instill good values in the students' behavior. Some others argue that character education is unlike theoretical concepts and other hard facts that can be subjected to direct teaching and easily conform to cognitive mechanism. Character is influenced by one's natural pre disposition; it is aninnate,in built feature that is not readily subservient to changes. As such, shaping character is not like teaching mathor tenses. It requires a certain set of custom and good model which incessantly demonstrate the desired characters in addition to direct teaching. The demonstration of good model may make students subconsciously adopt the desired values, while the direct and explicit teaching may foster explicit and conscious understanding about the good character.

This is in line with what Nugrahani (2011,p.4) states as basic steps in developing good characters, namely teaching the good values, and then inculcating those values through repeated actions that in time will become good habits.

Likewise, Krathwohl, Bloomand Masia (1964) state that affective domain covers receiving, responding, appreciating, and showing good behavior, which eventually culminates in the internalization of the good values. At the final stage one is regarded to have internalized the values which control his or her behavior. The values is consistently present in all of the behaviors,which is another word of saying that the values have become one's characters.

Next comments come from Patrisius (2011) stated that Stages of language learning carry potentials for character building. Because learners undertake language learning with all their predispositions and personality, language learning activities provide plenty of opportunities to shape their characters. Each stage of learning can be manipulated to raise the learners' awareness of refining their characters. A creative and dedicated teacher can always integrate character development into his or her language instruction.

On the Secondary level, comment stated by Yulia (2005) that, the teachers mostly integrated character education by some actions they did in teaching and learning process which actually most of their students did not notice. They did not clearly say or give examples to what characters which become objectives or listed on the lesson plan. The strategies which were mostly used by the teachers were only in the form of advice. In addition, there was no strategy which was used by the teachers to assess character education. This could happen because the teachers did not do any single assessment to character education which they have transferred on that day.

Besides, several obstacles faced by teachers like: time allotment provided is not enough for the teacher to deliver such good values from the narrative stories being taught, he/she then tends to bring the cognitive parts up by discussing the linguistics parts and emphasize how students understand the story without even give time for them to apply the good value in their daily life. The lack of teaching materials to support the implanting process of character through narrative stories is also blamed to be the reason why teachers find it difficult to apply character building process.

Referring to study about approaches for building characters, such as, the character education lessons by using film have to give a big help to improve the concentration of the students improve education classes are giving big help. Character education lessons by using the film are to stimulate students ' motivation into active and aggressive they were guided lessons. Secondly, the best

satisfaction of the students in their character education lessons, when they are heard together lecture and film. This is to imply that the interpretation of film is more important rather than film or lecture only. Thirdly, they should be more widely to develop teaching methods by using film to improve character ability of students because that the efficiency for character education by using film was proved (Kim, 2015). Or, the very conversary comment come from Kadarisman stated thatthe Success of ELT in Indonesia owes not to the inclusion of character education but observing the sound principles of foreign language teaching and remain implicit in the actual practice in the teaching learning process.

In addition, what our goverment have been trying is all about to the goodness of youth and society, therefore character building still come to something principle in education field whatever the result. As an educator we have moral responsible to support the goverment policy for character building for good.

POSSIBLE RESEARCH FUTURE

ELT character building: secondary school teachers' beliefs and practices,become alternative of mine for future research since the previous research talk about teachers belief in general teaching and implementation of ELT character buiding which are admitted less success in education athmosphere especially in indonesia context. My assumsion refers to the stronger teachers belief on character building, then the more she or he implements and internalizes character during EFL learning process.My problem will goes to how teachers' belief in character building give significant evident, Is the more strong teachers' belief the more they internalize the character in the class?; to what extend does teachers' belief on character building internalize and implement it in ELT?

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