CHAPTER I

INTRODUCTION

The content of this chapter is designed to present background of the study, research questions, purposes of the study, scope of the study, and significance of the study.

1.1 Background of The Study

Character building of ethics is an effort to build students' character in order to have moral values. In general, character building of ethics nowadays concerns not only to education fields but also to other fields such as in health, religion, business, communication, culture, therapy, and so forth. Therefore, every field must teach or require to insert minimally three ethical/moral studies such as either in the form of philosophy, ethics, or local wisdom (Syamsiyatun, 2013, p. 9). It is proved by previous studies about character building of ethics.

In educational field, ethics is meant as a belief, a moral responsibility, a set of moral value, and an honor code. As a belief, ethics is used as a reference to determine what is right and what is wrong. This ethics is used by academic staffs to assess and develop academic quality (Margetson, 1997, p. 128). As a moral responsibility, there are two meanings when ethics is related to a moral responsibility. *First,* ethics is meant as a

guideline for students in order to have a responsibility. This moral responsibility is not only regulated to be performed by the students but also to be owned when they have been accomplished their study and entering the workplace (Spears, 2006). *Second,* ethics is meant as a guideline for the educators in engaging in communal processes to pursue the moral purposes of their work and address the ongoing challenges of daily work. This ethics is presented to unite educators in facing moral challenges among educators to educators, students to students, and educators to students (Furman, 2004).

In the educational field, ethics is also meant as a set of moral value. There are two meanings when ethics is put as a set of moral value/moral value. *First*, ethics is used by academic community to filter ethical issues which enter to the university that can damage students' moral behavior because the ethics which enters to the university not only bring good morality but it also brings bad morality (Nijhof et al., 2012). *Second*, ethics is used by academic staffs to organize and manage students' activities including promoting ethical thinking for academic, career, and business purposes. By having a moral value, it will bring a good impact either for students personality or for academic (Safatly et al., 2017).

Next, ethics is meant as an honor code. The honor code here is a way to institutionalize ethics for the students to reduce academic cheating. There are two explanations when ethics is related to honor code – formal (explicit) and informal (implicit). Formal (explicit) is called as an explicit

ethics institutionalization and informal (implicit) is called as an implicit ethics institutionalization.

An explicit ethics institutionalization is related to honor code, ethics training, and value statements which are taught to the students by academic instructors to minimize unethical behaviors. Meanwhile, an implicit ethics institutionalization is used also by academic instructors to advise or give an understanding to the students in order to avoid unethical practices such as academic cheating and they have to obey an institutionalized ethical norms and moral values which have been made by academics (Popoola et al., 2017).

In other fields, ethics is meant as the study of good and bad values, the concepts and basic principles of appropriate human behaviors, a prescribed rules to guide behavior and the systematic guideline for shaping ethical behaviors. *First*, ethics is meant as the study of good and bad values. This ethics is applied in religion field as a guidance for the followers of certain religion to act and talk based on what have been taught by Prophets. For example, Islam always teaches to act and to talk like the prophet Muhammad SAW (Isyraqi, 2011).

Second, ethics is meant as the concepts and basic principles of appropriate human behaviors. This ethics is applied in business field as the regulation for all aspects – individual, company and also society. Individually, ethics is used to regulate a good relationship among employees. As a company, ethics is used to regulate a good relationship

between employees and company. Then as a society, ethics is used to regulate a good relationship among company, societies, and customers. Through applying ethics in business, it will shape values, norms, and employees' and leaders' behaviors in building a fair and healthy relationship with customers, work partners, shareholders, and societies (Sinaulan, 2016).

Third, ethics is meant as a prescribed rules to guide behavior. This ethics is used in communication field as a rule which have to be obeyed in communicating. Ethics here is rule to direct societies to use ethics in communication (Jovanovic & Wood, 2006).

Last, ethics is meant as the systematic guideline for shaping ethical behaviors. This ethics is used in nursing field. This ethics is addressed to the nurses so that they will have a value. This value concerns how the nurses put themselves personally as well as they put the patients (Butts, 2001).

From the ten researchers who have conducted the researches about ethics, the concepts and teachings of ethics either in educational fields or other fields are relatively the same. The difference is in application. Ethics in education field tends to be called as philosophically. It means that it is related to good and bad value. Meanwhile, ethics in other fields tends to be called as local wisdom where the application of this ethics is always related to one another.

The researches which have been conducted above either representing education fields or other fields, it seems that applying ethics into the scope of life is important if it is seen from the previous researches. It shows that ethics is needed in every field because ethics can change to be better things like behaviors, attitudes, languages, and so forth.

As it has been discussed that ethics plays important roles in various fields, education places ethics as a basis for carrying out educational enterprises as well as a frame for educating students. It is intended to build, enact, and maintain ethics in education in other to be able to shape students' character to be ethical and have a moral value. Therefore, applying ethics in education filed not only gives examples in daily activities but ethics must also be written clearly in academic document like in semester planning of teaching and learning program (SPTLP) or syllabus, learning material, and assessment.

The purpose of writing ethics clearly in a curriculum document is in order to have students who have moral values and it can be started or applied through teaching ethics in every time, every aspect of learning, and every part of learning. Then, the students can see and apply ethics contained in that curriculum document. Therefore, applying ethics will be more effective and it can shape students character according to what the government has programmed.

Building character of ethics becomes the concern of education in Indonesia and it is proved in the statement of National policy of building nation character in the plan of long-term national development year 2005-2025 which requires to apply ethics in education environment. This is pointed to every education institution from the basic education until higher education.

As the example of applying ethics in basic and secondary education, there are three science categories must be inserted in curriculum document – attitude, skill, and knowledge as the standard of graduate competency which has to be developed in each curriculum document. It can be seen that the attitude is placed in the first position. It shows the seriousness of government to create students in order to have good attitudes.

Even higher education does not escape the spotlight of the government in order to apply ethics in its curriculum document. It can be seen clearly in the Indonesian Qualification Frame of Reference. A requirement is mentioned in common description of attitude and value system. Students must have moral, ethics, and good personality. Even the curriculum of higher education is developed by each university, this still must refer to government regulation. Therefore, ethics must be presented in every higher education curriculum.

The desire of government to build a strong national character is very great. This can be seen since Indonesia became an independent country up to current government, character education is prioritized in education filed. This is clearly regulated in the law of 1945, in law No. 17 of 2007, in president rule No. 87 / 2017, in the character education stipulation of Ministry of Education and Culture year 2011, in the Indonesian Qualification Frame of Reference, in National Education System no. 20 year 2003, and in National Standard for Higher Education.

This government program needs a hard effort to achieve the target. This must involve family, environment, and education field. These three fields have a respective role. Education field usually becomes a public spotlight because education field is a place to shape students' character. It can be said that if students' character looks good, that education field is also good and if students' character looks bad, that education field is also bad.

If it is seen from the existing phenomena, education units have not applied education character yet as well especially in higher education field. A disrespectful behavior still occurs such as cheating friend' assignment, coming late, using inappropriate language, and so forth. These problems encourage the researcher to conduct the research about character education – ethics – which is presented in curriculum documents.

This research is conducted based on the gap left by previous

researchers which have done the researches of the same theme – ethics. *First*, analyzing students' character based on character education – *akhlakul karimah* - in university vision and mission. *Akhlakul karimah* is related to the ethics which is at least consisting of six essential elements – trustworthiness, responsibility, respect, fairness, care, and citizenship. This research used qualitative descriptive method. The data sources were taken from students, lecturers, and the head of university in the form of observation, interview, and document analysis. The document which was analyzed was university curriculum based on *Pedoman Penskoran Aklaq Mulia* – responsibility, discipline, confidence, competitive, politeness, social relationship, honesty, worship, cleanness, and health. The result shows that most of campus residents have not applied *akhlakul karimah* well. They have just understood that *ahlaqul karimah* is important especially for educators in order to be followed by students (Hidayat, 2013).

Next, analyzing the meaning interpretation of sexuality in advertisement on television which causes ethical crisis in societies. This research used descriptive qualitative method with interpretative analysis model. The data were taken from the advertisements containing sexuality by using the technique of purposive sampling. The result of this research was taken from KPAI data and it is interpreted by the researcher. The result shows that it has been found the brands and product types which

visualize sexuality that can damage the ethics of societies especially for adolescents (Hapsah, 2013).

Further, analyzing teacher personality and the effort of teacher in shaping students' character. The data collected in this research were questionnaire, interview, observation, and academic document. The analysis of this research used descriptive quantitative method. The result shows that teacher personality determines student's personality. It means that if teacher who has good personality will also create the students who have good personality (Sri et al., 2013).

Then, analyzing character education policy including the implementation, constraint, and strategies in elementary school. This research used descriptive qualitative method. The data were the result of interview, observation, and academic document analysis. the result are shown especially from academic document analysis that it was found in the learning syllabus which taught character education for students clearly (Acetylena, 2013).

Besides, there was the analysis of emphasizing morals, values, ethics, and character education in science curriculum and science teaching. Morals refer to human behavior, ethics describes the theoretical, systematic, and rational reflection upon human behavior, values are linked to beliefs, and attitudes to guide human behavior, meanwhile character education is the conscious effort to cultivate virtue for building a morality.

This research used a comparative study between the philosophical and theoretical basis of modern western moral education and the universal Islamic moral values and education. The result shows that morals, values, ethics, and character education must be in the same part. They cannot be separated. The writings of the terms of morals, values, ethics, and character education in science curriculum must use easy-to-understand language in order to be easy to understand and apply by the students (Chowdhuri, 2016).

Next research analyzed and developed ethics in marriage and family therapy syllabus based on Association of Marriage and Family Therapy (AMFT). The data sources were syllabi taken from several university in United States. This research used qualitative research technique. This research analyzed the data based on theories and foundations of ethics and moral reasoning by Aristotle et al., - hedonisme, self-actualization, and moral development. The result of this research indicates that ethics in the syllabi are only meant as right and wrong so that it must give the addition terms in inserting ethics into the syllabi such as ethics' values for therapists, ethics in practicing therapy to the patients, and relationship ethics with societies (Harris, 1995).

The last research was conducted to find out the most effective way to apply moral value in primary school. This research used both qualitative and quantitative. Qualitative was used to assess the assignment, observation, and feedback session and quantitative was used to evaluate

the outcome from pre-test and post-test. This research used the theory of Kohlberg's moral development model. The result shows that the most effective way to apply moral value is that students are introduced to the important of moral value and guided to identify ethics value in group. With such this way, it has been proved that students show their improvement in understanding moral value – appreciation, gratitude, respect, and kindness as well as a willingness to practice in daily life (Wing, 2014).

As the researcher has stated above, this research is conducted based on the gap seen from the previous research. In the previous research, focused on analyzing and developing character building of ethics in documents outside subject matters especially in university's level. From this gap, this study tries to fulfill the niche of previous researchers. The niche is the form of an effort to find out character building of ethics in undergraduate English curriculum documents. The documents analyzed are semester planning of teaching and learning program (SPTLP) or syllabus, learning material, and assessment taken only from English major.

1.2 Research Questions

Based on background of the study which has been explained above, this research is focused on character building of ethics in undergraduate

English curriculum document. From this investigation, the following research questions are;

1. How is character building of ethics addressed in semester planning of teaching and learning program (SPTLP) or syllabus in undergraduate English curriculum document?

2. How is character building of ethics addressed in learning materials in undergraduate English curriculum document?

3. How is character building of ethics addressed in assessments in undergraduate English curriculum document?

1.3 Purposes of the study

Based on the research questions above, the purposes of the study are:

1. To investigate character building of ethics addressed in semester planning of teaching and learning program (SPTLP) or syllabus in undergraduate English curriculum document

2. To investigate character building of ethics addressed in learning materials in undergraduate English curriculum document

3. To investigate character building of ethics addressed in assessments in undergraduate English curriculum document

1.4 Scope of the study

This research is only focused on character building of ethics in undergraduate English curriculum document. The documents were the

form of semester planning of teaching and learning program (SPTLP) or syllabus, learning materials, and assessments. The investigation of this research concerns to three universities of English education department to see the similarities and the differences in addressing character building of ethics among one university and the other universities. The result of this study showed that how character building of ethics was addressed in English curriculum documents which become the data source in this study.

1.5 Significance of the study

The result of this study can be useful for academics especially for undergraduate English program S-1. The benefit which can be gotten from this study is that it may help academic staffs, academic boards, or senates to create students and graduates who have moral values and good behaviors beside the students and graduates are knowledgeable in English skill.

The second is for the next other researchers who will be interested in conducting the research which is related to ethics or character building of ethics. From this research result, this can be made as a reading reference and it will facilitate the next other researchers in finishing the researches well.