

BUILDING CHARACTER OF ALTRUISM PRAXIS IN ENGLISH CLUB AT MAN KARAWANG

Fina Aufar Laela Ibrahim
State University of Jakarta
Email : alifnafina@gmail.com

Abstract

This study aimed at investigating the altruism praxis in English club extracurricular program at Senior High School. This study employed a case study and conducted in MAN Karawang. The data in this study were the occurrence of altruism aspects in one of English club annual program, which is English show-up. This study employed two instruments in collecting data, namely observation sheet and interview guide. This study revealed that two aspects of altruism, prosocial behavior and aversive-arousal reduction appeared in school English program at MAN Karawang and the most dominant is prosocial behavior. In other words, it can be concluded that MAN Karawang has contributed in that altruism praxis. The contribution is shown by adjusting students of MAN Karawang to benefit for each other, through following kind of behaviors, Student leads to write and translate the script for show-up program; Students carry the properties in and out of the stages along the show; Students set the music and scene for background of show; and Student practices each other in lack of pronunciation.

Keywords : *Altruism, school English program, Senior High School*

INTRODUCTION

Several types of character educations are highly promoted around school practice in Indonesia, and altruism is one of that highlighted character. Altruism can be defined as the willingness to help others without expecting in return (Baron & Byrne, 2005). Nevertheless, Altruism seems barely to find (Wibowo, 2014). It is due to the activities which are more concerned on the developing the cognitive rather than on affective (moral or character) and psicomotoric (Yeung, 2006). Yet in fact, character – altruism - will invariably be attempted to wide range of professions (Bialik, 2015).

To prevent the degradation of Altruism in school practice, Uliana & Setyowati (2013) suggested that Altruism might be implemented and integrated in the teaching and learning process. For instance, in teaching and learning English. The

English language might be considered as a tool to create Altruism among students by reflecting, discussing, sharing ideas and feelings. Furthermore, somebody who is good at English is able not only to read and write in English, but he/she is also able to interpret the social situations (Jimenez & Diaz, 2018).

Drawing upon those phenomena, there had been some studies intended to be conducted in terms of altruism praxis in English classroom, such as Jimenez & Diaz (2018) found that English language is considered as a tool to create anti bullying attitudes among students. English is chosen as the subject since it is a neutral common language for all the students. Further, in Indonesia, there is Novianti (2017) who reported a study on the teaching of character education in higher education using English Bidungsromans, Jane Eyre. The study aimed at finding at whether

students were able to identify, get involved and have insights with the virtues contained in a story, textual analysis drawing upon Parker Ackerman. The results show that most students have successfully identified the virtues in a novel and can relate to characters and their events. However, only a few students are able to show their involvement with and insight of the virtues contained in the novel.

Those recent studies confirmed that the school subject and learning process are suitable to be used as the way to build the character education. Nevertheless, there are still few studies investigating the altruism praxis in English teaching and learning at Senior High School, particularly in Indonesia context. As limited literature demonstrated, hence this study attempts to investigate the Altruism praxis in English language instructions.

Summing up what is noted in the background, the problem of study is How is altruism practiced in English teaching and learning school activities at MAN Karawang?

METHOD

This study employed a case study, because this study intended to describe the extension of particular program or innovation has been implemented, which is the movement to inculcate character building, especially altruism (Gay, Mills, & Airasian, 2012, pp. 444 & 445). The data collected in this study were several activities occurred in school activities or in this case is English show-up, one of program is held by English club. In addition, observation sheet and interview guide were used as the instruments to collect the data. The explanation of each instruments is as following :

The observation was used to explore the Altruism praxis in English show-up at MAN Karawang. The observation was held on 23rd April 2018.

Observational checklist is used as the instrument to identify the data related to aspects of altruism, likely empathy; prosocial behavior; and aversive-arousal reduction in English show-up. The identification was done by ticking based on the components and giving the details of praxis on notes column.

Besides, this study also used interview to collect the data. The interview was directed to find out teacher`s and students` opinions toward the praxis of Altruism during the activities. The questions in the interview were not designed in a rigid way. They are related with the praxis of altruism aspects and the reason beyond the praxis in perspective of teacher and students. Furthermore, to make the interview clearer and more comfortable, the language used for the questions of the interview is Bahasa.

The data analysis in this study includes several steps such as transcribing the recorded interview; the recorded classroom observation and observation field note into written form; and after it was converted, the data were then categorized into several codes as summarized in the table analysis in beginning of finding and discussion section.

Afterward, the researchers interpreted the data by calculating the total of each indicators realized in praxis of each altruism aspects and drew a shared perspective related to the most dominant aspects are presented in English show up which is a program of English club extracurricular at MAN Karawang.

RESULT AND DISCUSSION

Extracurricular program is one of school activities and applied right after the classroom activities getting completed. By the school activities, students might involve to gain more knowledge, competence and experience beside they have learned academically at classroom. School

activities concerned in this study is English show-up and was held on 23rd April 2018. To acknowledge what appeared in that school activity, this section elaborates how school activities supports the implementation of altruism through altruism aspects.

Table 4.1 Altruism praxis in School Activities

NO	ASPECTS	CODE	INDICATORS
1	Prosocial Behavior	A25	Student practices each other in lack of material or pronunciation
		A30	Students set the music and scene for background of show
		A31	Students carry the properties in and out of the stages along the show
		A37	Student leads to write and translate the script for show-up program
2	Aversive-arousal reduction	A44	Student uses positive language during discussion
		A45	Student does not force his/her opinions to be realized
		A46	Student appreciates others` opinion by listening carefully

In referring to table 4.1, there were 7 indicators presented in English show-up of English club program. Prosocial behavior is the one highly emerged in this program. The emergence of this aspect is reflected by 4 indicators, namely student practices each other in lack of material or pronunciation (A25); Students set the music and scene for background of show (A30); Students carry the properties in and out of the stages along the show (A31); and Student leads to write and translate the script for show-up program (A37).

A37 indicator appeared in preparing the show for english club program and proved by the student response who did translation and writing the script in her interview. In interview, she said “*Teman-teman bilang saya yang paling jago di Bahasa Inggris, dan kebetulan saya suka menulis, jadi saya yang menulis skenarionya dan menerjemahkannya ke*

dalam bahasa inggris”. A25 indicator is appeared while they are doing practice; and for another aspects, like A30 and A31 are appeared as long as they present the English show-up performance. In simply, those indicators are categorized as prosocial behavior aspect is because the students try to benefitting another person and may include in doing every kindness as well as larger efforts to improve the world (Dovidio, et.al, 2004; Penner, et al., 2005, p. 3).

Next aspect seems to be highlighted is aversive-arousal reduction, it is consisting of any desire or motivation to help by reducing the unpleasant experience and the negative emotion caused by other`s distress (Batson & Powell, 2003; Myers (2012); Feigin, et.al, 2014). In this component, Aversive arousal reduction is realized through three indicators, such as student uses positive language during

discussion (A44); student does not force his/her opinions to be realized (A45); and Student appreciates others' opinion by listening carefully (A46).

Relevant with the elaboration in previous sections, prosocial behavior takes place on the highest number of indicator. It is portrayed that students have gently improved by adjusting themselves to be benefit for others. The improvement is expressed in form of doing some kindness not only during English classroom activities but also school activities, in this case is English show up of English club program.

CONCLUSION

In brief, altruism praxis in school English program can be presented by adjusting students to benefit for others, through following kind of behaviors, student leads to write and translate the script for show-up program; students carry the properties in and out of the stages along the show; students set the music and scene for background of show; and student practices each other in lack of material or pronunciation.

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