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**INNOVATIVE TEACHING PRACTICES IN GLOBAL ERA:
TEACHER'S CHALLENGE OR CHANCE**

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**“INNOVATIVE TEACHING PRACTICES IN GLOBAL ERA:
TEACHER’S CHALLENGE OR CHANCE”**

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PREFACE

This book contains the proceedings of the papers presented on International Conference on Education (IECO) by the Theme **Innovative Teaching Practices in Global Era: Teacher's Challenge or Chance**. This International Conference on Education was held in Ahmad Zainuri Hall University of Muhammadiyah Jember on 30th – 31st of July 2016. The conference was organized by Faculty of Teacher Training and Education University of Muhammadiyah Jember.

The theme raised in the conference is due to the important necessity of readiness on facing education practice challenge. Global Era affects both economic and educational practice. With regard to educational practice, it is now common that a number of Indonesians, for instance, set out to become a teacher in Australia, or those from the Philippines come to teach in Indonesia. In other words, what appeared unlikely in the old days has, at the moment, constituted common practice. Insofar educational practice is concerned, every teacher will bring his/her experience and methodological preference into his/her classroom. These experience and methodological preference are not only interconnected but also reasonably and logically grounded. Therefore, all paper presented explore some innovative teaching practices concerning to the theme and sub themes.

On behalf of the organizing committee, I would like to express my deepest gratitude and appreciation to all presenters who are willing to share their expertise and experience in the conference. I honestly believe that the diverse backgrounds of the presenters in the conference could broaden our knowledge on innovative teaching practices and other education issues.

Thank you very much,

Jember, July 30th, 2016

Chairman of Organizing Committee

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DESIGNING LANGUAGE CLASSROOM TO EMERGE STUDENTS' BETTER ATTITUDES: SOCIAL-AWARENESS, SELF-CONFIDENCE, AND PRIDE

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Abstract

Education is a process to build one's character. However, most of language lecturers commonly focus their instructions on the teaching method/technique to teach language skills. In fact, character building still becomes an "unconsidered" aspect in practice. Consequently, the teaching of language is not providing knowledge of life, but only knowledge of the language rule. Shortly, the teaching of character in language classroom remains "untouched". To face ASEAN Economic Community, certain attitudes are indisputably needed to support the condition. This paper attempts to discuss how language classroom is designed to facilitate students emerge their better attitudes. Three kinds of attitudes: social awareness, self-confidence, and pride will be discussed deeply and the way to emerge the attitudes will be explored and elaborated comprehensively.

Keywords: *Language classroom, attitudes, social-awareness, self-confidence, pride*

Introduction

In recent years, Indonesian government has concerned with character education. This commitment is at least reflected in the 2013 Curriculum for the school level and KKNi or Indonesian Qualification Framework-based Curriculum for the level of Higher Education. Triggered by facing ASEAN Economic Community (AEC), character is regarded as important to concern. It is because certain characters can hopefully support the success in economic sphere and human development. The research conducted by Human Resources Development showed that the successful professional learners because of 80 percent of their soft skill (character) and only 20 percent of their success are caused by cognitive aspect (Dikti, 2014). It means that character contributes largely to success in professional environment.

Based on the fact, attitudes as one of the fundamental aspects in character education, besides knowledge and skill, are very crucial as the outcome of education itself. Indeed, the noble purpose of education is producing better character of the human. However, it needs a period of time to manifest. As regards, in Higher Education, what attitudes will be on the student's performance should be plotted from the beginning and be achieved in the end of the overall process of education. Those attitudes have already been formulated on National Standard of Higher Education. Therefore, using every potential means in education environment must urgently be carried out.

In the level of instruction, language classroom should also be conducive to emerge students' better attitudes. The task of lecturers then is to plan the modes of learning in order to create an effective and efficient instruction. This paper will discuss about how language classroom is designed for character education and what the important factors to consider are

going to be explained. Social awareness, self confidence, and pride are thought of being the influential attitudes on human development. These attitudes will be explored deeply associated with its learning in the language classroom.

Attitude, Character, and Learning of Culture

In the context of KKNI-based learning, attitude is defined as the good and cultured behavior as a result of internalization of values and norms reflected in spiritual, personal, and social life through learning process, student work experience, research and society service related learning (Dikti, 2014). This definition indicates that attitude arises certainly from habits and traditions. It means that attitude is born from cultured-practices. As quoted by Tilaar (2009), Nieto defined culture as “the ever-changing values, traditions, social and political relationship, and worldview created, shared, and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and religion”. The characteristics of culture are: 1) dynamic, 2) multifaceted, 3) embedded in contexts, 4) influenced by social, economic, and political factors, 5) created and socially constructed, 6) learned, and 7) dialectical (Goodman, 1992; Lessow-Hurley, 1996; Nieto, 2010). Based on the notion, it can be understood that attitude is a product of culture.

The broader conception of character education as raising the best work result and ethical performance needs a wider conception of character. Nucci and Narvaes (2015) propose the definition of character as having two important inter-related parts, moral character and performance character. Furthermore, they explain that moral character is described as “control orientation”, while performance character as “relation orientation”. To be the character person, for instance, is to be the best as we can by developing our maximum potential humanities. Certainly, on becoming the best person as we can includes to do the best work (performance character) and to do the right thing in our relationship (moral character). So, for Nucci and Narvaes, a good character person is manifested when both performance character and moral character come into existence on the one-self. Moreover, Lickona (2015) asserts that good character consists of knowing the good, willing the good, and acting the good –habit in way of thinking, habit in heart, and habit in action. Meanwhile, in the Higher Education Curriculum (K-DIKTI), character is formulated as “certain specific values (knowing the virtue, doing the good thing, having a real good life, and giving the good impact on environment) in which it attached on the one-self and manifested in behavior. Character emerged coherently from one’s or group’s acts of thinking, heart, body, and feeling. It is the characteristic of one or group conveying values, ability, moral capacity, and strength in facing difficulties and challenge.” (Dikti, 2014, p. 85). Shortly, character refers to the attitude that influences one’s behavior.

As part of culture, attitude can be cultivated through habitual experience. So, in teaching and learning process, emerging attitude needs meaningful classroom activities and moralized community (Lickona, 2015). Supporting this condition, lecturers play as role models for the students providing examples of good practices in the classroom. To illustrate, when lecturers found their students find it difficult in accomplishing their task, they should show their sympathy, provide encouragement and care to assist their students.

Based on the explanation, building attitude and character should be done as learning of culture. Since education and culture has closely related, learning of attitude and character should be more humanistic. It is not only intelligence-oriented, but it also feeling and emotion-oriented. The success of education, then, aims at shaping the learners having skill, knowledge, and attitude on their performance through cognitive, affective, and psychomotor learning process.

Social Awareness, Self-Confidence, and Pride as Basic for Better Attitude

The Higher Education curriculum formulated several attitudes that must exist on the graduate of academic education program, vocation, and profession. Those are as follows.

1. Religious;
2. Supremacy of humanity value based on religion, moral, and ethics;
3. Contribute on the increase of life standard based on Pancasila;
4. Proud as citizen and nationalism;
5. Appreciate multiculturalism, various perspective, religion, and belief;
6. Cooperative, social sensitivity, environmental care;
7. Upholding law enforcement;
8. Internalize values, norms, academic ethics;
9. Responsible;
10. Internalize individual spirit, struggle, and entrepreneurship (Dikti, 2014).

The ten attitudes above are built through the overall process in education involving local university curriculum design, teaching-learning process in the classroom, extra-curricular activities, research, and society service.

Those formulated attitudes are to be the outcome of education. However, the ideal attitudes remain a hard task for institution to internalize on the graduates. Therefore, determining basic attitudes achieved in the level of classroom as a stepping stone to better attitude would be very important to reflect. In connection with it, I propose three basic attitudes as a prior to build personality: *social awareness*, *self confidence*, and *pride*. These attitudes are not interrelated, but they are respectively important to support establishing the desired attitudes as mentioned above.

Awareness emerged from knowledge and feeling. Social awareness is mental condition in which one, by knowing, realizes the importance of social group and social interaction in their life. Social awareness, then, meaning to feel as part of community, helps learners to build their social sensitivity. This awareness indicates to feeling empathy, taking other people's perspectives, and interacting positively with diverse group (Matula in Hikmat, 2015). It emerged from the involvement of oneself emotionally to social relationship bridging to caring and cooperative. One who does not have social awareness tends to selfish. This attitude brings them to individualist. Then it can certainly be a barrier to self-development.

Another basic attitude I propose is self-confidence. It relates basically to self-ability and self-belief. Self-ability refers to one's efficacy. Thus self-ability is closely related to sense of competence. Self-belief, meanwhile, associated with one acceptance in a group. Some people feel that they are not properly accepted in social relationship. To analyze self-confidence, there are at least three major components to recognize: 1) internal locus of control (sense of internal causality and orientation toward personal responsibility, 2) sense of belonging and acceptance, and 3) sense of competence (Shindler, 2011). In consequence, this attitude will strive to building responsibility, individual spirit, struggle, and entrepreneurship.

Pride is the other one to concern in building personality. It is the awareness of cultural identity that comes from deeply understanding of the ethnicity. Proud as citizen and nationalism (the pride in home ones nation), for instance, indicates positive perspective on self-entity and open to accept the other culture. So, the awareness of being good citizen relates closely to national identity (Tilaar, 2009). From this explanation, this attitude can support multiculturalism appreciation, perspective, religions, and beliefs. Further, it consequently promotes tolerance.

Thus, social awareness, self-confidence, and pride are regarded as the capital bridging to good character planned by the higher education curriculum.

Relevant Aspects in Designing Language Classroom for Character

The regular steps are recommended in designing an instruction, such as need analysis, designing, development, and assessment. Unfortunately, those steps are not intended to discuss specifically. Rather, the relevant aspects that should be considered in designing language classroom are important to explain.

Humanistic Approach of Learning

The teaching and learning of language which purposes to produce knowledge, skill, and attitude needs an integrative learning. It means that the students are not only taught linguistic features, but they are also habituated to meaningful activities. Linguistic features drive to achieve understanding and skill of the language they learn. Meanwhile, learning activities habituate the learners in emerging attitudes.

Several experts recommended humanistic approach in character education (Maslow, 1962; Moskowitz, 1987; Parkey, 1998). Humanistic education refers to the process of teaching and learning in which it accommodates subject matter and personal growth of the learners. In this process, learners are conditioned to emerge all potentials in a lecturer-student good relationship, trust and high respect in the language classroom. What have been obtained, in the aspect of linguistic or attitude, by the learners in classroom activities should be understood as progress of development. Therefore, the learners should be provided meaningful experience in learning a language. In the context of English classroom, Soviyah (2006) stressed that applying humanistic approach does not mean putting the subject aside. She explained further that English is still the main concern. Humanistic approach is thus relevant to build learners as developing human.

Humanistic education places the learners of language as human beings, meaning that studying a language is not giving the learners a burden such as supplying abundant vocabulary and grammar. Instead, a lecturer should tolerate learners' mistake and errors and assists the learners to achieve their language skill. The orientation of humanistic approach is self-actualization. In addition, the lecturer who provides high appreciation and motivation to learners' effort in the process of learning will make the learners are able to build self-confidence. Shortly, humanistic education in language classroom attends to cognitive, affective, and psychomotor.

Learning Strategies

There are two strategies that can be applied in character education. Firstly is implementing character exposure. Secondly is using student-centered models of learning (SCL). Thirdly is the role of a lecturer as facilitator, motivator, and good model. Besides contribute to the development of the learners' personality, these strategies offers best practices in teaching and learning process.

Character exposure can be done by using short films, stories, and messages describing a good character. It purposes to stimulate the learners to self-awareness. For example, in teaching of *Public Speaking*, a lecturer can show the speech of well-known speakers such as President Soekarno, H.O.S Cokroaminoto, Agus Salim or Bung Tomo. Besides describing the language competence, the speech also describes the strong personality of the speaker. The learners of language, then, not only pay attention to the words saying by the speaker, but they can also see

how confident the speakers are when they deliver a speech. By showing President Soekarno as a national as well as an international speaker, learners will proud of the country.

Student-centered models such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), Role Play, Simulation, Case Study, and so forth are recommended in language classroom. The models actually involve social emotional learning. In Problem-Based Learning, for example, a lecturer can divide the learners in group and give them exercise. The targeted attitude by working in group is cooperation. By this experience, the learners can build their language competence and emerge social sensitivity that leads to social awareness.

The other significant strategy in classroom for character is being facilitator, motivator, and role model for the learners in terms of knowledge, skill, and attitude. Since the class applies SCL, a lecturer's effort is facilitating learners to obtain their knowledge, skill, and attitudes through supporting learning environment. By classroom activity in which it triggers self-actualization and full of motivation, the learners' pride will grow gradually. Moreover, as a facilitator and motivator, lecturer is possible to plan meaningful experience within classroom activities. Meanwhile, as a role model a lecturer should build his/her capacity in order being good example in performance. It is hardly to imagine, for instance, a troublesome pronunciation lecturer teaches of *English Pronunciation* subject or a lecturer of *Writing*, but he/she does not have even a single written published work. So, a lecturer in this context places him/herself as a mirror for the learners. This will be more effective in emerging learners' attitude.

Authentic Assessment

Assessment is one of the important elements in designing language classroom. In emerging attitude, the assessment focuses on the process, so that it provides an authentic description on learners' development (Huot, 2002; William, 2003). To achieve holistic evaluation, an authentic assessment is quite necessary. Authentic assessment is characterized into: 1) focus on communication, 2) student-centered, 3) integrated skill, 4) emphasis on process, and 3) holistic.

In the *Writing* classroom, the authentic assessment can be applied by using feedback. Peer feedback and descriptive rubric can be implemented as instruments to activate learners' autonomy and social responsibility. It also trains the learners to make self-reflection. This sort of assessment provides a complete description on the development of writing skill and on the communicative skill. The final purpose of this assessment is to know the real progress on the learners. However, to implement peer feedback effectively, understanding the culture of learning is significant. In Indonesian culture, for example, learners always wish to positive comment rather than negative one, so that feedback should be given in balance (Fatkurochman, 2014). In connecting with character, authentic assessment is obtained from process. So the lecturer is able to emerge some attitudes through process of learning.

Conclusion

Based on the discussion, there are some important points that can be concluded. Firstly, designing humanistic language classroom for supporting character education is challenging. Secondly, there must be basic attitudes to emerge for targeted attitudes formulated by the curriculum. Thirdly, SCL becomes the appropriate approach to character building. Fourthly, the authentic assessment is essential to develop language skill as well as character.

In practicing the process, lecturers have to be creative and innovative in designing learning environment. Since the attitude is determined as the outcome of education, language classroom needs significant role of the lecturer to habituate the learners with best practices.

Last but not least, formulating prior attitude such as social awareness, self-confidence, and pride in designing language classroom would assist the lecturer to achieve targeted attitude in the curriculum.

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