

***ELEVATING RESPECT FOR OTHERS THROUGH ENGLISH LESSON:
A CASE STUDY OF INDONESIAN STREET CHILDREN***

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ABSTRAK

Tujuan nasional pendidikan di Indonesia adalah membentuk setiap anak menjadi pribadi yang cerdas dan memiliki karakter yang baik. Begitu pula dengan pendidikan nonformal yang diberikan untuk anak jalanan. Pendidikan nonformal diharapkan dapat meningkatkan karakter mereka. Oleh sebab itu, materi pelajaran yang diberikan diintegrasikan dengan pendidikan karakter; salah satu di antaranya adalah pelajaran bahasa Inggris. Tidak hanya melalui materi pelajaran yang diberikan, interaksi sosial antara anak jalanan dan pendidik selama pelajaran berlangsung juga menjadi kunci penting untuk membentuk karakter anak jalanan. Penelitian ini bertujuan menguji keberhasilan pelajaran bahasa Inggris dalam membangun karakter *respect* pada anak jalanan. Subjek penelitian adalah lima anak jalanan di Jakarta yang berasal dari salah satu sekolah nonformal. Data penelitian ini dikumpulkan secara kualitatif melalui observasi pelajaran bahasa Inggris selama lima minggu, wawancara para guru yang terlibat dalam pertemuan, dan analisis jurnal refleksi yang ditulis oleh subjek penelitian. Hasil penelitian ini menunjukkan perubahan positif dalam karakter subjek penelitian. Walaupun demikian, setiap subjek mengalami perubahan yang berbeda bergantung pada situasi individu masing-masing.

Kata kunci: pengajaran, bahasa Inggris, anak jalanan, pendidikan karakter

INTRODUCTION

As stated in Article 3 of Law No. 20/2003, the objective of national education in Indonesia is shaping children not only to be intellectual but also to become good citizens who are devoted to God, noble, healthy, capable, creative, independent, democratic, and responsible. Unfortunately, this objective has not reached street children who do not get sufficient education as they spend most of their time on street. Consequently, they are

exposed to negative and unhealthy influences (UNICEF n.d.). Due to negative exposure, street children might develop violence, involve in illegal drug activities, underage sexual behaviors, and possible crimes (Roux & Smith 1998; Lugalla & Mbwambo 1999; UNCHS 2000; Crombach & Elbert 2014). Under these circumstances, street children are seen by the society as the main source of crimes (UNICEF 2005). Having a critical look at the aforementioned situation, non-formal schools for street children have been established in the hope to improve their life both in educational aspect and moral aspect. Therefore, at non-formal schools, street children learn general subjects to expand their knowledge and provide them a solid foundation for advanced study (WHO 2000). Likewise, character education is presented at non-formal schools in order to develop street children's characters.

One of general subjects taught at non-formal schools, which became the focus of this study, is English. Through learning English, street children will develop self-confidence and self-esteem which affect the way they see and value themselves (C. Ajisuksmo, personal communication, February 19, 2016). As suggested by Wahyana (2011), to achieve the objective of national education, character education including positive behaviors and moral values should be integrated into English teaching materials. Equally important with teaching materials and character education, student-teacher interaction throughout learning activities will help children to learn better (Vygotsky as cited in Pinter 2006). In other words, the combination of teaching materials and interaction between teachers and students will become a great tool to accomplish the objective of national education.

The purpose of this study was to examine the above assumption by observing street children's characters during English class. The researcher, therefore, tried to seek answers for these following questions: 1) Does the integration of character education into English language teaching materials have effects on developing respect for others in street children's characters? 2) How far does the integration of character education into English language teaching materials affect street children's characters?

Some restriction should be drawn to the respect of present study. First, this study only examined one trait of characters which is respect for others due to time limitation. Explanation about forms of respect for others as pointed out by Lickona (1991) will be elaborated in the following section. Second, this study was conducted in one non-formal school in Jakarta. Therefore, the findings of the present study are specifically applied only to street children in Jakarta. This study is substantial to teachers who actively engage in teaching street children. This study would like to encourage teachers to present character education when teaching English. Also, this research is significant for institutions and non-governmental organizations who would like to establish non-formal schools for street children.

Street Children and Education

Street children are defined as “those minors who spend at least a major part of their waking hours working or wandering in urban streets” (UNICEF as cited in Matsumoto 2006). Earning money from working on street where no special skills needed, street children value their jobs more than their education (Ouma 2004). Despite being able to make money, they face innumerable dangers. For this reason, education becomes essential for street children so that they can have a better life. Street children in Indonesia are expected to be able to take Package A Examination or Package B Examination (Ajisuksmo 2012). By getting the academic certificates, they will be able to continue to formal schools. Along with the academic certificates, street children are expected to get a job and make a decent living.

WHO (2000), introducing the term of street education, explains that education occurs near street children’s areas is a practical way to support their educational needs. The aims of street education should not be limited only to give informative knowledge but also to advance relevant skills and to develop appropriate attitudes (Ouma 2004). For street children, informative knowledge can be learned through general subjects such as Indonesian Language, English Language, Mathematics, and Civil Education. On the other hand, street children are given extracurricular activities, drawing, sewing, or art and craft for instance, to enrich their skills. To complete the education, counseling, sex education and seminar about healthy lifestyle are held to elevate their attitudes and behaviors.

Knowledge, skills, and attitudes as the aims of street education are equally important as it is related to one another (WHO 2000). Gained knowledge which combines with practice allows street children to develop skills. Moreover, knowledge helps in bringing changes in attitudes. Although street children’s attitudes are affected by their values and beliefs, they can acquire healthy attitudes and appropriate behaviors if they are supported with patience. Appropriate attitudes and behaviors provide the foundation to learn and adopt useful knowledge and skills.

Character Education

Accomplishing the aims of street education seems like an ideal development. Nevertheless, there are some obstacles to succeed the ideal street education in relation with street children’s characters. Street children can be classified into two different categories: ‘children on the street’ and ‘children of the street’ (UNICEF as cited in Irwanto 1997). Unlike children on the street, children of the street do not have homes where they can return to their families. Children of the street do not have good relationships with their families because they are either orphans, who have been abandoned by their families, or runaways from home (Ouma 2004). Even if they occasionally spend time in institutions for children or youths, they consider the streets as their home.

As a result from aforementioned categories, street children from these two categories possess different characters. Nevertheless, in general, street children's characters can be described as follows (Roux & Smith 1998; Matsumoto 2006; Ouma 2004; Ibrahim 2012): 1) Street children do not pay too much attention to accepted culture and morals. 2) Street children are reluctant to trust adults although they long for love and attention. Authorities or controls imposed upon them are considered bothersome. 3) Street children usually associate themselves with each other and form their own groups who do not permit street children from other groups to join them. Given these points, the way teachers make an interaction with street children throughout learning activities becomes challenging yet crucial.

Through teaching and learning materials and daily interaction, teachers are expected to expose street children with character education as it will help children learn to think before they act, to understand fundamental differences between right and wrong, and to make good decisions (Wake County 2005). Character education, as defined by Hoge (2002), is any overt or conscious attempt to affect the development of desirable individual traits or qualities. Similarly, Lickona (2000) points out character education as a deliberate effort to develop core ethical and performance values that are widely affirm across all cultures. To simplify, character education includes moral values to form good characters.

Character education should strike to develop three components of a character, namely: moral knowing, moral feeling, and moral action (Lickona 1991). Moral knowing, known as the cognitive side of character, is interpreted as someone's awareness and ability to differentiate right and wrong. In contrast with moral knowing, moral feeling is present as the emotional side of character. Most of the time, moral feeling becomes a leading factor of the realization of moral action. Therefore, moral action is the final outcome of moral knowing and moral feeling performed by a person. However, it should be noted that in spite of possessing moral knowing and moral feeling, someone might fail to perform the right action.

As mentioned in the previous section, it would be better to integrate character education into teaching and learning activities. Ajisuksmo (C. Ajisuksmo, personal communication, February 19, 2016) suggested that teachers practice following methods in applying character education: 1) Modeling, teachers as the role models to children's characters are expected to perform good characters. 2) Habituation, once children perform good characters, it should be made as a repeated habit. 3) Consistency, children are to perform good characters in any conditions. 4) Motivation, parents and teachers should show appreciations when children make a progress in performing good characters.

Respect as an Ultimate Character

There are six basic characters according to Character Counts! Coalition, which are: trustworthiness, fairness, caring, respect, citizenship, and responsibility. This study focused

on respect since street children do not know about common courtesy or the importance of showing respect. Respect is an intangible but essential aspect for everyone's welfare and wellbeing in their participation and involvement within their communities (Ruwaida 2014; Sennett 2003). Lickona (1991) outlines three major forms of respect: respect for oneself, respect for other people, and respect for all forms of life and the environment that sustains them.

THEORETICAL FRAMEWORK

The present study was conducted to help street children develop good characters by integrating character education into their English learning materials. Therefore, this study investigated whether the integration of character education into English language teaching materials could elevate respect for others in street children's characters in terms of their moral knowing, moral feeling, and moral action. The present study focused on respect for others in form of greeting as a common courtesy, not making fun of people, listening to others when they speak or not interrupting people, and not disturbing people by forcing them to do something (Good Characters n.d.).

In order to collect the data, three different lesson plans integrating English and character education were prepared; one for each treatment. The prepared lesson plans used the PPP presentation (presentation, practice, and production). Each lesson plan contained teachers' modeling, habituation, consistency, and motivation to street children. Teachers were also briefed and encouraged to carry out modeling, habituation, consistency, and motivation when teaching street children.

To find out the effects of the prepared lesson plans, the writer would first examine the success of the integration on developing street children's character through their changing behaviors as the executions of moral action. Street children's changing behaviors would be examined through teachers' interview and observation results. The observation method employed one week before and after the treatment. Then, this research would examine the effects of the integration on each component of a good character, moral knowing, moral feeling, and moral action, by looking at teachers' interview, subjects' answers on student reflective journals, and observation results.

RESEARCH METHODOLOGY

This qualitative study lasted for five weeks in which six street children on the street from a non-formal school in *Kota Tua* area, Jakarta, became the subjects. The subjects were around 8 to 15 years old and all were beginners in English. The discussions of the case study focused on three street children with the worst behaviors but with the most attendance during the research. In addition, three teachers also became the subjects of this research. Data collected throughout this study would be students' before and after treatments

observed behaviors, students' written opinions in student reflective journals during the treatments, and teachers' answers regarding the subjects' behaviors in an interview with the researcher after the treatments. The treatments were conducted in meeting 2 until meeting 4.

Instrument 1: Lesson Plans

There were three different lesson plans used to conduct three meetings. The activities and materials prepared contained 'respect for others'. The lesson plans contained: a story of Thomas Alva Edison in the first lesson plan, Memory game and 'Sending Positive Letters' activity in the second lesson plan, and Snake Ladder game in the last lesson plan. The first three activities mentioned were chosen and based on the writers's personal experience. On the other hand, the Snake Ladder game was chosen based on Ratminingsih & Ana (2012) who define that the nature of this game can be a media to teach character education effortlessly. The lesson plans included instructions for the teachers to model respect for others and compliment and encourage the subjects.

Instrument 2: Observation Scheme

The observation recorded subjects' undesired behaviors regarding 'respect for others' components throughout the lessons. There are four components in the observation schemes which were the focus of this study: no greetings, inappropriate spoken language, interrupting teacher when talking, and disturbing peers during the lesson. While marking the observation schemes, the researcher also made descriptive notes regarding what particular undesired behaviors each subject did.

Instrument 3: List of Interview Questions

A list of questions for an interview with teachers was adapted from Thompson's teachers' interview guide (2002). Teachers were asked about their opinions regarding any positive or negative changes in the subjects' moral action. Also, teachers were asked to define the changes. Teachers' answers during the interview were taken into considerations in determining the development of subjects' characters.

Instrument 4: Student Reflective Journal

To reflect what the subjects had learned from the activities throughout the lessons, they were asked to answer the reflective journals. There were three reflective journals, one to be given after each treatment. Each reflective journal contained several questions regarding four activities mentioned above: a story of Thomas Alva Edison, Memory game, Sending Positive Letters, and Snake Ladder game. The questions were about what the subjects had learned from the activities, whether or not they had done given behaviors, what their

opinions about certain behaviors, and how they would feel when someone address certain undesired behaviors to them.

FINDINGS AND DISCUSSION

Street Children's Improving Behaviors

First, the writer interviewed the teachers to determine the effects of character education into English language teaching materials on the subjects' behaviors. Each one of them responded positively regarding the subjects behaviors. Ms. M pointed out that "I think there were definitely some positive changes on their behaviors as we, the teachers, could feel the atmosphere became more positive. Yet, I am afraid the changes are not significant."

Then, to support the writer's interview, the result of the first observation (Table 1) and the last observation (Table 2) were compared.

Table 1. Observation Before the Treatments

| Behaviors | Names | | | | | | Total |
|--|--------|------|-------|-------|-----|-----|-----------|
| | Nathan | Andy | Ahmad | Kalum | Ian | Rey | |
| No greetings (hello, good morning/afternoon, good bye) | | | | | | | 8 |
| Inappropriate spoken language | | ### | | ### | | ### | 23 |
| Interrupting teacher when talking | | | | | | ### | 19 |
| Disturbing peers during the lesson | | | | | | | 11 |
| Total Undesired Behaviors | | | | | | | 61 |

Table 1 shows the results of the observation on the first meeting which was done before the treatments. This table shows how many undesired behaviors done by the subjects throughout the lesson. In total, there were 61 undesired behaviors shown by the subjects. The most visible undesired behavior was 'inappropriate spoken language'; in total, there were 23 times the subjects talked impolitely to the teachers and the other subjects throughout the lesson. 'Interrupting teachers when talking' (19) was in the second place, followed by 'disturbing peers during the lesson' (11), and 'no greetings' (8).

Table 2. Observation After the Treatments

| Behaviors | Names | | | | | | Total |
|---|--------|------|-------|-------|-----|-----|-----------|
| | Nathan | Andy | Ahmad | Kalum | Ian | Rey | |
| No greetings (hello, good morning/afternoon, good bye) | | | | | | | 1 |
| Inappropriate spoken language | | | | | | | 28 |
| Interrupting teacher when talking | | | | | | | 13 |
| Disturbing peers during the lesson | | | | | | | 11 |
| Total Undesired Behaviors | | | | | | | 53 |

Table 2 shows the results of the observation after the treatments. It is shown that the total of undesired behaviors after the treatments was 53. At the top, there was 28 times of ‘inappropriate spoken language’. After this aspect, ‘interrupting teacher when talking’ (13), ‘disturbing peers during the lesson’ (11), and ‘no greetings’ (1) follow.

Compared to the behaviors in Table 1, the total number of undesired behaviors after the treatments reduced from 62 to 49. The subjects practiced positive behaviors in terms of greeting the teachers and listening to the teachers attentively. While the subjects did not show great differences from before to after the treatments in ‘disturbing peers during the lesson’ aspect, they showed more negative behaviors in ‘inappropriate spoken language’ after the treatments.

The writer assumes that the positive improvement in greeting the teachers was caused by modeling from the teachers and habituation during every meeting as stated by Ajisukmo (C. Ajisukmo, personal communication, February 19, 2016). In contrast, the researcher assumes the negative behaviors appeared in the middle of the treatments were caused by different class situations in which several new street children came to study in the last meeting. Hence, the subjects rejected the new street children by saying inappropriate words and showing unfavorable manners. This evidence is in line with the theory by Roux & Smith (1998), Matsumoto (2006), Ouma (2004), and Ibrahim (2012) who argue that street children might need to protect their territory whenever other groups of street children are nearby.

Based on the data collected during the observation and teachers’ answers, the writer deduces that the integration of character education into English language teaching materials

brings positive impacts on street children's behaviors. Therefore, the first research question of this research has been answered.

Examining the Effects of the Integration

After analyzing the effects of the integration on street children's behaviors, the writer examined how far the integration affected their characters which were their moral knowing, feeling, and action. Subjects' moral knowing and moral feeling were analyzed through their answers on reflective journals, whereas their moral action was decided through the comparison of observation result in meeting 1 and meeting 5. Also, teachers' statements regarding the students' changes behaviors were taken into consideration. The writer would analyze three subjects with the worst behaviors but the most attendance during the study in this section. It should be noted that pseudonyms were used to protect the identity of the subjects.

The first subject was Andy, a 12-year old boy who was very active in answering teachers' questions and participating class activities. Nevertheless, Andy often made fun his friends who could not do their exercises and disturbed his friends by taking their stationery without permission. Most of Andy's answers in his reflective journals were in line with the lesson objectives. On the contrary, his observed behaviors showed that there were irregularities in his changes of behaviors. The teachers described Andy as a mischievous boy with short attention span but showed more positive behaviors at the end of the meeting. From the observation results presented in Table 3, Andy's moral action did not change significantly because only one aspect, greetings, showed significant changes. For this reason, the writer assumed that the integration managed to elevate Andy's moral knowing and moral feeling but not his moral action. This situation is in line with Lickona's (1991) theory which states that a person with moral knowing and moral feeling might still fail to perform a good action.

Table 3 Andy's Observation Scheme

| Behaviors | Meeting | |
|--|-----------|-----------|
| | 1 | 5 |
| No greetings (hello, good morning/afternoon) | | |
| Inappropriate spoken language | | |
| Interrupting teacher when talking | | |
| Disturbing peers during the lesson | | |
| Total | 11 | 10 |

The second subject was Ahmad, the head of the class, as well as Andy's best friend. Different from Andy, Ahmad rarely bothered his friends by taking their stationery. Ahmad disturbed his friends by teasing them from time to time. The teachers felt that Ahmad possessed sense of responsibility as the head of the class who always reminded his friends

to pray. Similar with Andy, Ahmad was able to answer his reflective journals showing the positive development of his moral knowing and moral feeling. The observation result in Table 4 showed slightly positive improvement almost in all but one aspect, ‘inappropriate spoken language’. From these evidences, the researcher presumes Ahmad had the moral knowing and moral feeling of what was considered as ideal behaviors, and he had the willingness to practice his moral action. Ahmad’s situation is identical with Lickona’s (1991) theory regarding the relationship between moral knowing, moral feeling, and moral action.

Table 4 Ahmad’s Observation Scheme

| Behaviors | Meeting | |
|--|-----------|----------|
| | 1 | 5 |
| No greetings (hello, good morning/afternoon) | | |
| Inappropriate spoken language | | |
| Interrupting teacher when talking | | |
| Disturbing peers during the lesson | | |
| Total | 10 | 7 |

The last subject was the oldest student at this non-formal school, Rey. The teachers described Rey as the most stubborn student who always forced his friends to do his exercises during the lesson. The teachers explained that Rey had more difficulties throughout the lesson due to lacking reading ability. One teacher always assisted him when answering his reflected journal. Bearing this in mind, the writer assumes his moral knowing was not influenced by the integration since his answers came from the teacher. Win accordance with the absence of his moral knowing and moral feeling, The results of his observed behaviors before and after the treatment as presented in Table 5 showed that he had not performed good moral action in any aspects other than ‘greetings’. His situation was the reflection of WHO’s (2000) argument regarding the essential presence of knowledge or intelligence to change one’s attitudes.

Table 5 Rey’s Observation Scheme

| Behaviors | Meeting | |
|--|-----------|-----------|
| | 1 | 5 |
| No greetings (hello, good morning/afternoon) | | |
| Inappropriate spoken language | | |
| Interrupting teacher when talking | | |
| Disturbing peers during the lesson | | |
| Total | 18 | 14 |

Although these three subjects practiced different changes, their conditions were in correspondence with Lickona's (1991) theory of the relation between moral knowing, moral feeling, and moral action. Two out of three focused subjects were able to express their moral knowing and moral feeling through their reflective journals. However, only one of these two subjects was able to execute desired moral action. Despite this positive development of two subjects, one subject failed to express his moral knowing and moral feeling. As a result this one subject also failed to practice good moral action. In the light of these evidences, the writer makes an assumption that the integration can be useful to elevate street children's awareness of good moral knowing and moral feeling.

CONCLUSION AND SUGGESTION

This study was intended to find out whether the integration of character education into English language teaching materials had any effects on street children's characters. Also, this study examined how far the integration affected street children's characters. The data of this study were obtained from six street children as the subjects through observation and student reflective journals, and three teachers through teachers' interview.

The results of this study showed that the integration brought positive development on street children's character in terms of their moral action. Also, the integration influenced their characters positively in terms of moral knowing and moral feeling. In spite of this positive improvement, subjects' personal condition affected the success of the integration.

As a result of time limitation of this study, further development of the subjects' moral action was unable to observe. Moreover, other character traits were not covered in this research. Therefore, for further research, the writer would like to suggest the treatments and the data collection should be done in a longer period of time.

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