Utilizing ICT to Develop Students' Language Ethic at Islamic University

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UTILIZING ICT TO DEVELOP STUDENT'S LANGUAGE ETHIC AT ISLAMIC UNIVERSITY

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Abstract

ICT is tools or medias that facilitate teaching and learning process in the classroom. ICT includes software application, computers, radio, television, telephony, CD ROM, audio or video clips, computer, and internet. Utilizing this technology is not improve students' achievement but also their character, especially language ethic. Students" language ethic has relationship to linguistics aspects. In semantics, the study tells about how polite language used to communicate with other people in the real context. In pragmatics, the study tells about how polite language used to communicate with older and younger people based on the situation. There were some words and expressions can be used and can be not used to communicate with other people. One way to teach semantics and pragmatics was used ICT in the classroom. Using ICT that input Islamic value can develop the students" character indirectly. Hopefully, all of the English lecturers using ICT as an English teaching media at Islamic university.

Keywords: ICT, Islamic university, language ethic

Abstrak

TIK adalah alat atau media yang memfasilitasi proses belajar mengajar di kelas. TIK meliputi aplikasi perangkat lunak, komputer, radio, televisi, telepon, CD ROM, klip audio atau video, komputer, dan internet. Memanfaatkan teknologi ini tidak meningkatkan prestasi siswa tetapi

juga karakter mereka, terutama etika bahasa. Etika bahasa siswa memiliki hubungan dengan aspek linguistik. Dalam semantik, penelitian ini menceritakan tentang bagaimana bahasa sopan digunakan untuk berkomunikasi dengan orang lain dalam konteks nyata. Dalam pragmatik, penelitian ini menceritakan tentang bagaimana bahasa sopan digunakan untuk berkomunikasi dengan orang yang lebih tua dan lebih muda berdasarkan situasi. Ada beberapa kata dan ungkapan yang bisa digunakan dan tidak bisa digunakan untuk berkomunikasi dengan orang lain. Salah satu cara untuk mengajarkan semantik dan pragmatik adalah menggunakan TIK di ruang calss. Menggunakan TIK yang memasukkan nilai islami dapat mengembangkan karakter siswa secara tidak langsung. Semoga semua dosen Bahasa Inggris menggunakan TIK sebagai media pengajaran bahasa Inggris di perguruan tinggi Islam.

Kata Kunci: etika bahasa, TIK, universitas Islam

A. Introduction

According to Law No 20 of 2003, Article (3) states that the roles of National education shall build the skill and form of dignified character of nationality and society with a view to educating the life of the world, with the intention of developing the capacity of students to become faithful and devoted to God, righteous and noble, good, intelligent, competent, imaginative, autonomous, democratic and responsible citizen.[1]

In addition, The Ministry of National Education determines the objectives of character education which the Ministry of National Education proposes to make up 5 (five components. Second, the goal is to increase the heart/consciousness/affective potential of students as human beings and citizens with cultural and national values characteristics. Second, the aim is to cultivate the habits and behaviors of students that are commendable and relevant to the community of the nation's universal values and religious practices. Third, as the next generation of the country, the aim is to instill the students' spirit of leadership and responsibility. Fourth, the aim is to build students' capacity to become innovative, nationalistic individuals who are autonomous. Fifth, the aim is to improve the living environment of the school as a secure, honest environment for learning, full of imagination and friendship, with a high sense of nationality and dignity.[2]

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[1] Kementerian Pendidikan Nasional, *Sistem Pendidikan Nosionol*, Retrieved 08 Minggu, 2018, from http//kelembaeaan.ristekdikti.go..id: http://kelembagaan.ristekdikti. go.id/wp-content/uploads/2016/O8/UU no 20 th 2003.pdf

[2] Kementerian Pendidikan Nasional, *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. (Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010), 9

In other words, Zubaedi notes that there are three primary roles of character education. First of all the role is the development and growth It is of promise. Character education forms and enhances the potential of learners to be good-minded, kind-hearted, and to behave in line with the philosophy of Pancasila. Secondly, the restoration and reinforcement of features. The role of families, educational institutions, communities and governments to participate and be accountable for the growth of people's and nation-building capacity for an advanced autonomous and effective country is reinforced and strengthened by character education. TQ, the filter function. Character education distinguishes its own national culture and filters the culture of other nations that do not adhere to the standards of the cultural values and dignified national characteristics of the country.[3]

One type of character that is very close to the community is politeness or language ethics. Decency or language ethics are closely related to language because language is a reflection of someone's attitude and behavior. According to Pantu & Luneto, language is a symbol of human existence.[4] From the language, someone can know their desires, their educational background, their customs, even their home regions or countries. There is a phrase "language shows the nation". Language is a culture that is owned by each group or nation. Language reflects the ethics, attitude, and memory of education that is owned by someone. The Ministry of National Education also states that language plays a key role in students' academic, social and emotional growth and encourages learning progress in both areas of analysis. Language learning is structured to help students understand about themselves, their history, and the culture of others and communicate the language, and discover and use the talents that exist in themselves that are analytical and creative.[5]

One of the ways to improve the language ethics of students is to use ICT in the course of teaching and learning. Technology can not only boost the motivation and skill of learners, but also their personalities. Language ethics is one of a good nature that is necessary for them to be a future leader and also to cooperate in their society with each other.[6]

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[3] Zubaedi. *Desain Pendidikan Karakter Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta: Prenada Media Gonip, 2011.

[4] Pantu, A. & Luneto, H. "Pendidikan Karakter dan Bahasa." *Al- Ulum 14* (01), 2014: 155.

[5] Departemen Pendidikan Nasional. *Standar* isi *Kurihulum Mata Pelajaran Bahasa Indonesia*. Jakarta: Depdiknas, 2006, 44

[6] Apriani, Eka. "A New **Literacy:** The Role of **ICT to** develop Student's Character." *Ta'dib. Journal of Islamic Education 2I(1)* 2016: 59.

ICT is not only improving the students' character but also can decrease their morality. In addition, the teacher should be monitor and control their students' activity when they are using ICT in the classroom. One of the negative effects using internets is pornography.

> Pornography is very risky for students because it will decrease students' morals. For this disorder, teachers become a valuable figure who has major roles in stopping the pornography affects the children. Teachers have the authority to regulate and track the behavior of students, at least at school, where they spend much of their time.[7]

So, it can be said that ICT has positive and negative impact for the students. Negative impact will be prevent if the students having a good character. ICT has important role in improving students' characters. The writer will discuss more about the positive impact of ICT to improve students Islamic characters in Islamic university. This paper explains more about: 1) What kinds of ICT used to develop students character?; 2) How can lCT develop students' character?; and 3) Why language ethic is important for the students?; 4) What are the relationship between language ethic toward semantics and pragmatic study?;5) How can ICT develop students' character in semantic and pragmatics study?.

B. ICT

ICT is a technology associated with information and communication technology. ICT is a diverse collection of technical tools and resources used for information exchange, generation, distribution, storage and management.[8] For the instructor, this technology is very useful because it not only delivers the content, but also builds information and context.[9]

ICT as a set of tools to allow, promote and improve the reform of education.[10] The State of Queensland, 2002, periodically postulated that in the 21st Century, lCTs are at the heart of teaching and learning. The future of Queensland depends on how

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[7] *Apriani, Eka. "The Misuse of ICT by Students: The Effect of Pornography and the Teacher solutions." Tadrib: Jurnal Pendidikan Agama Islam, 2015: 1.*

[8] Tinio, L.V. ICT *in Education.* New York: Stephen Brown Group, 2002.

[9] Vrasidas, C. & McIsaac, *Integrating Technology in Teaching and Teacher Education,* 2001. Retrieved August Monday, 13, from http://www.tandf.co.uk/journals

[10] Alexander, N. C. Mar M. & McCalman, D. "Information and Communication Technolgies (ICT): Components Dimensions **and Its** Correl**ates."** *JITIM 24* (4) 2015.

effectively we incorporate lCTs into the curriculum and daily learning and teaching.[11] Many educators are now using computers to enliven learning and encourage learners. Furthermore it states that computer, broadcasting technologies (radio and television), telephony; CD ROMs, audio or video clips, computers and the Internet are included in ICT.[12] Computers and the internet are the most common technologies used by individuals.

C. Students' Characters

According to the language (etymology) the ‹hot o‹ iet word comes from Latin *Kharakter, kharassein, and kharax*. In Greek the character comes from or *charassein*, which means "make sharp" and "make in." ln English it is called character and in Indonesian it becomes *karakter*. According the Big Indonesian Dictionary, the character is interpreted as psychological traits that distinguish one person from another. Understanding the character refers to "moral" understanding which has the following explanation, according to Arabic etymology, morals are a form of jam '(plural) of "*khuluq*" which is an infinitive form of the word *khalaqa yakhlaqa - khuluqon* which means temperament *(Al-sajiyah),* basic behavior, character *(Al-thabi'ah);* custom *(Al-'adat),* good civilization *(Al-Muru'ah),* and religion (Al-din). The word "morality" has meaning, temperament, habits, even religion but is not found in the Qur'an, which is found is only a single form of the word that is *khuluq.[13]*

In addition, Zuhriyah said that character education is the same as ethics education (moral). The purpose of character (morals) is to de›'elop the character or behavior of students by way of living up to the values of public beliefs as a moral strengh of life through honesty, trustworthiness, and cooperation that emphasizes the effective domain (feeling, attitude) without leaving the cognitive domain (thinking rational) and psychomotor domains (skills, skilled data processing, expressing opinions and cooperation). A people have a character if he has successfully absorbed the values and beliefs that society wants and used as strength in his life.[14]

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[11] Zuppo, C. M. "Defining ICT in a Boundary less World: The Development of a Working Hierarchy." *International Journal of Managing Information Technology 4* (3) 2012.

[12] Diem, C. D. Perpustakaan, kepustakaan *dan* keaksaraan. Palembang: PT. Rambang, 2011. 87-90

[13] Shihab, Quraisy. Tafsir *Al-Mishbah: Pesan,* kesan *dan* keserasian *Al-Qur'an,* Vol. 13. Jakarta: Lentera Hati, 2002. 56

[14] Zuhriyah, Heni. *Pendidikan Karakter (studi Perbandingan Antara Konsep Koesoema dan Ihnu Miskawaih.* Surabaya: IAlN Sunan Ampel, 2010, 37

According to the Ministry of Education and Culture of the Republic of Indonesia, the goals for the growth of the KDP movement are five core principles of character derived from Pancasila, namely faith, nationalism, dignity, freedom and mutual cooperation.[15] Each value does not stand up and evolve independently, but communicates, dynamically develops, and forms personal integrity with each other.

Picture1. Main Values of Character

First the importance of religious character represents confidence In God the Almighty, which expresses itself in embracing religious doctrines and values, acknowledging religious distinctions, upholding tolerant attitudes towards religious practices and other beliefs, living in unity and peace with followers of other faiths. The attitude of peace, compassion, reverence for differences in religion and belief, strong conviction, trust, solidarity between adherents of religion and belief, anti-abuse and aggression, friendship, honesty, non-imposition of the will, love of the environment, security of the former and the oppressed demonstrate the application of the importance of religious character.

Secondly, the importance of Nationalism is a way of thought, behaving and acting that shows a high degree of patriotism, regard and reverence for language, the physical environment, the social cultural, economic and political nation, and places the values of the nation and the state above all else, the interests of the self and party.

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[15] Kementerian Pendidikan dan Kebudayaan. *Penguatan Pendidikan Karakter Jadi Pintu Masuk Pembenahan Pendidikan Nasional*. Retrieved 08 Minggu, 2018, from www.kemendikbud.go.id: https://www.kemdikbud.go.id/main/blog/2017/07/ penguatan-pendidikan-karakter-jadi-pintu-masuk-pembenahan-pendidikan- nasional

Nationalist attitudes are shown by an attitude of reverence for the culture of the nation itself, safeguarding the richness of the culture of the nation, ready to sacrifice, succeed, love the motherland, protect the environment, uphold the rules, order, respect the uniqueness of ethnicity, ethnicity and faith.

Third, the importance of the character of "integrity" is the value that underlies behaviour dependent on the effort to render himself an individual who is dedicated and faithful to human and moral standards and can always be trusted in speech, deeds, and work. The essence of honesty requires the attitude of duty as individuals actively engaged in social life through the continuity of truth-based acts and words. The dignity of individuals especially persons with disabilities) is also valued by a person with integrity who is able to show exemplary conduct.

Fourth, the "independent" character value is the attitude and action that does not rely Using all the energy, mind, time to realize aspirations, desires, and beliefs. Independent students have a solid, effective, combative, capable, creative, courageous and lifelong work ethic.

Fifthly, the value of the 'mutual cooperation' character is the act of maintaining the spirit of cooperation, of working together to solve shared problems, of maintaining contact and friendship, of assisting people in need. Students are supposed to be able to display respect for others to work together to be cooperative, to participate in collective decisions, to agree, to assist, to have empathy and a sense of unity, anti-discrimination, anti-violence, and volunteerism.

From the five principles of the main characters above the importance of religious characters will be addressed in its entirety. Mutual respect between fellow human beings and older people as well as fellow peers is one of the ideals of religious character. Indicators of mutual respect between fellow human beings who interacted by polite language ethics. Depending on the situation and the participant in the debate, the ethics of the terminology used must be differentiated.

D. Utilizing ICT to develop Students' Character

Technology plays a key role in the practices of teachers and students, such as encouraging collaborative learning, improving communication skills, improving the motivation of teachers and students through diverse activities and updated knowledge, as well as increasing the achievement of learners due to encouragement

and various internet practices. ICT not only encourages and strengthens the enthusiasm of students, but also the personalities of students. In offering support for educators through the University of Illinois Extension Program, the Urban Programs Resource Network has strengthened the importance of character education:

> Character education is the creation of information, ski11s and skills that allow learners to make educated and responsible choices. Character schooling allows students to confront the facts of life. It helps them to think objectively and then behave responsibly. Instructional content, approaches and techniques, when developed as interdisciplinary curricular themes, enable teachers to build meaning while giving students time for deliberate exploration. and self-reflection.[16]

ICT is not only as the educational media in the world but also as the tool for people to develop their students' character. Utilizing ICT is not only developing students' motivation but also their characters. Students' character is very important for a country. Character is the foundation of the country. The country can advance if they have students with good characters. Technology provides new ways to make a meaningful contribution to character training. Because emerging innovations are heavily shaped by the education system, institutional improvements it must be structured to teach process skills as well as content knowledge to fulfill the needs of the child as a whole.

> The Character Education Partnership published Eleven Principles of Effective Character Education in 2007. Principle I notes that effective character education promotes core ethical values and supportive performance values as the foundation of good character. Character education holds that widely shared, pivotally important, core ethical values such as caring, honesty, fairness, responsibility and respect for self and others along with supportive performance values such as diligence, a strong work ethic and perseverance form the basis of good character. Because character is a lens through which each individual views the world and makes decisions, character education and media literacy education work hand in hand.[17]

In Indonesia, ICT has grown rapidly in recent years. The development of cellular phones in households (RT) in Indonesia in the period 2006-2008 showed an

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[16] Network, U. P. *Character Education.' Creating a Framework for Excellence.* Illinois: University of Illinois Extension Program, 2018, 4

[17] Lickona, T. Schaps, E. & Lewis, C. *CEP's Eleven Principle.s for Effective Character Education,* 2007.

increase. The ratio of RT to cellular telephone to all RTs in Indonesia increased from 24.60% in 2006 to 52.60% in 2008. This also happened in all regions. The Kalimantan region is the region with the highest ratio since 2006 to 2008, followed by Sumatra and Java.[18]

The children must be protected from negative impact within Information Communication and Technology (ICT). So many services on ICT can be accessed by children to view the world. Therefore, the usage of ICT should be applied in education field. So, with the involvement of ICT in education will decrease of the bad effect on ICT. Further, ICT will assist the teacher becomes more competent and also confident in teaching.[19] On the other word, teacher has crucial role to make sure that the usage of ICT will be useful to develop students' motivation more importantly their character.

This includes teaching students is to develop their awareness to behave in the right way in different social contexts. Almerico argues character education as an effort in teaching students abnut the important traits needed to achieve good character.[20] As a result, students with good character must be applied in different social context. The Ministry of National Education realized 18 character of children based on pancasila religion, goals, culture that should be maximized within education field as follows: (1) religious, (2) honest, (3) tolerant, (4) discipline, (5) hard-working, (6) creative, (7) independent, (8) democratic, (9) curious, (10) nationalistic, (11) loving, (12) respectful, (13) communicative, (14) peaceable, (15) fond of reading, (16) caring, (17) sociable, and (18) responsible.[21] Then, to make sure the good character is achieved, there are the indicators of the success of character education deal with three aspects: cognitive, affective, psychomotor.[22]

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[18] Ramli, K. *Komunikasi dan Informatika Indonesia*. 2010. Relieved August 13, 2018, from Kementerian Komunikasi dan Informatika: hnps://wwwzesearchqate.net/publication/261367660_Peran_Teknologi_lnformasi_dan_Komuikasi _bagi_Bangsa_dan_Negara_Bagaimana_Sikap_Kita_sebagai_Murid_Kristus accessed

[19] Watson, G. *Journal of Information Technology for Teacher Educaiion*, 2006. Retrieved August 13, 2018, from Griffth University: http://dx.doi.org/10.1080/1459399700200021

[20] Almerico, G. M. "Building Character Though Literacy with Childrens' Literature." *Research in Higher Education journal 26(1):* 2014

[21] Kementerian Pendidikan Nasional. *Pedoman Pelaksanaan pendidikan karakter (berdasarkan Pengalaman di Satuan Pendidikan rintisan)*. Jakarta: Balitbang Pusat Kurikulum dan Pembukuan, 2012.

[22] Ainiyah, Nur. "Pembentukan Karakter Melalui Pendidikan Agama Islam." *.lurnal Al-Ulum 13* I) 2013: 25-38.

Therefore, teaching does not only tell the students what is wrong and what is good. That is one of the reasons the change of curriculum which more focus for shaping students' character. Having said above, ICT has a negative and also positive impact on students' mentality. By integrating ICT on education field will make students more active and minimize and even eliminate the interest to abuse ICT. The advancement of information technology should be appreciated, but there are also a number of things to watch out for, including, the information presented on various internet pages, ranging from those that are very useful because they are relevant to the needs of downloaders, to the very detrimental because they do not match the level of development child. Included in the type of information the latter is information that contains violent behavior, arbitrariness, other behavior that is not commendable and pornography. Therefore, the use of information technology in the education process needs to be accompanied by cultural and character education to prevent the negative impacts that can be caused.

Therefore, teacher in school is needed to present the abuse of ICT to educate the students about the usage of ICT. Chamorro and Rey as cited by Octavia et al (2018) It has been discovered that the application of technology-based practices in the classroom is twofold: improving already learned subjects in the classroom and fostering inspiration. Accordingly, ICT seems meaningful in the classroom, yet how students behave towards ICT should begin investigated further, especially their attitudes and expectations during the class. The roles of ICT in education.

Unfortunately, not only school has the responsibility of building students' character, but more importantly parents at home, have crucial role in controlling their children in using technology. Moreover, parents should monitor their children how their children use the technology, make sure that the features in their advices is still secure from the negative contents within its. Some parents also needed to be educated by the authority how ICT is really safe to be used by a child. Many parents are less knowledge to keep their relationship with the children. Good communication is needed between parents and children, for making sure that the children have also grand knowledge in using of ICT.

E. The Relationship between Language Ethic toward Semantics and Pragmatics Study

Language ethic is related to linguistic elements, they are semantic and

pragmatic. Semantic is a linguistic division that explores the sense of language itself. Semantics is classified as that part of linguistics which deals with meaning, meaning of word and meaning of expression. Language ethic is related to linguistic elements, they are semantic and pragmatic. Semantics is an analysis of the sense of toolkit: information embedded in the language vocabulary and its patterns for the creation of more elaborate meanings, up to the level of meanings of the sentence.[23] Furthermore, pragmatic is a study about meaning of language based on the context. So, semantics and pragmatic are a different study even though both of them study about meaning.

Language ethic has direct relationship with semantics and pragmatics. It can be said that although this subjects learn about meaning, this subject also learn about stress and intonation, and dialect used when we are speak. In semantics study, student learns about spoken utterance that related to accent and intonation. Accents and intonation has relationship to language ethic directly.

> The spoken word consists of more than sentences. In expression, concepts are conveyed not only by what is said, but also by "the way it is said" that we called "Prosody". Prosody has two parts, accent and intonation.[24]

In semantic study, we must use different word, stress, and intonation if we write or speak something to other people. For example:

1. Can you switch on the blower? (for young people or partner)
2. Is possible for you sir, if you switch on the blower? Thank you (for older people)

In pragmatics study, the sentence 'It is very **cold'** by the speaker may mean that temperature is low (semantic approach), or some other explanation. A Pragmatic may also like to consider that may be the speaker wants to switch on the blower and used the statement "it is very cold" as an associated sentence. This sentence can be used if we are speak with our partner but if we are speak to older people is not polite, for example:

1. It is very cold? (for young people or partner)
2. I'm so sorry to say this sir, it is very cold? Do you feel it? Thank you (for older people)

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[23] Patrick, G. *An Introduction to English semantics and pragmatics.* Edinburgh: Edinburgh Unversity Press, 2006

[24] Kreider, C. W. *Introduction English semantics.* New York: Routledge, 1998.

F. How can ICT develop students' character in semantic and pragmatics study?

ICT can develop students' character in semantics and pragmatics study. Kinds of ICT that used by the teacher in teaching semantics and pragmatics study in university students were internet, laptop, PowerPoint, speaker, LCD, social media, etc. When the students learn that subject, they can learn about language ethic in semantics and pragmatic study. They can know about how to speak with other people politely.

Teacher can use internet as the references of semantics and pragmatic study when they teach students about language ethic content in that study. Teacher asks the students find out some material about how language used in semantics and pragmatics study. The students also learn about how language used can affect the meaning of word. Students can find out in internet about prosody (stress and intonation) when we are speak with other people, especially older people. Teacher can also use LCD, laptop, speaker, when they are taught semantics and pragmatics study in the classroom. This media can use to explain about language ethic. Thus media also use to demonstrate how language used in communication.

G. Conclusion

ICT plays important role in teaching and learning process. ICT is not only improves students achievement and motivation but also students' characters. One of the students' characters that influenced by information, Communication, and Technology (ICT) is language ethic or politeness. Language ethic is the good attitude or moral when the people speak to other people, especially how the people used language to speak other people politely. Kinds of ICT that used by the teacher in teaching semantics and pragmatics study in university students were internet, laptop, PowerPoint, speaker, LCD, social media, etc. Hopely, this ICT can use by teacher in their classroom and also improve their students characters.

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