CULTIVATING STUDENTS’ LITERACY ABOUT BUSINESS MORALITY BY USING SCA MODEL IN DIGITAL SERVICES

Widya Syafitri, M.Pd,¹ Dr. Hayati Syafri, S.S, M.Pd,²
IAIN Bukittinggi
widyasyafitri260780@gmail.com,¹ hayati.syafri@gmail.com

ABSTRACT

Running the business with a good morale is not the easy task. Some businesses manage their employees in an un-Islamic way that conduce disapproval and dissatisfaction against their leader. The same problem is also found among business students in campus especially for those who have the same merchandise that create the unhealthy competition where the students justify all sorts of ways. To solve this problem, the researcher made the teaching material about business morality by using digital services like What Sapp, video call, video conference and blog including managing people, and leadership that delivered and measured through interview, observation and test which is developed by Social Cultural Affective (SCA) model for ESP students of Economic Faculty at IAIN Bukittinggi. The purpose of the material is to increase the students’ business competency to be a leader. As a result, these materials are effective to improve students’ business ability which are done based on business morality and Islamic manner as guided by the Prophet, Muhammad SAW. Ultimately, the students are easier to manage people and comprehend the way to be a young businessman supported by the digital services.

Keywords: Business morality, leadership, SCAM, Digital services

INTRODUCTION

Business morality or ethics is defined as the system of moral and ethical beliefs that guides the values, behaviors and decisions of a business organization and the individuals within that organization (Horton, 2018). Some ethical requirements in businesses area are arranged into law: the minimum wage, environmental regulations, and restrictions to insider trading and collusion are all forms of the government setting forth minimum standards for business ethics.

Business world can’t be separated from business moral or ethical. Many researches show that there is positive correlation between business moral and the successful of a company. In this case, a true leader plays an important role to determine the glory of his company since he becomes a decision maker. The collapse story of Lehman Brothers Company shows us the effect for a company which does not implement business moral or ethical in every single of its activity. Finally, the dishonest business practice and business leader takes this giant company to the bankruptcy.

For muslim society, it is popular that the prophet of Muhammad SAW is a great businessman with Islamic ethic. Antonio (2011) states that “Muhammad SAW Super Leader Super Manager”. He tells Muhammad started from internship, business manager, investment manager, business owner and the last as investor for about 25 years. The prophet Muhammad did not only declare the importance of ethic in business but also as practitioner. The people admitted his honesty in every single of his activity including as a businessman.
Since it is found unhealthy competition among the business students for those who have the
same merchandise, researcher thinks it is effective to solve this problem through preparing the
teaching material about business morality by using digital services like Whatsapp, video call, video
conference and blog including managing people, and leadership that delivered and measured through
interview, observation and test which is developed by Social Cultural Affective (SCA) model for ESP
students of Economic Faculty at IAIN Bukittinggi.

REVIEW OF RELATED THEORIES

A. BUSINESS MORALITY

A company’s sole purpose is to get much profits and that focusing on any other matter is a
violation of guardian responsibility. But just because business is a highly competitive area does not
mean that a company is allowed to be amoral. A company can still make money while following to an
ethical code of business movement. With social media forming progressively essential role in forming
the reputation of a business, any company that charts its system with a moral boundary will improve
its reputation, figuring a loyal customer base in tune with its good goal thereby raising sales and
profits.

Good business ethics also decrease employee alteration, trimming recruitment costs. A moral
business improves the appealing of the business to potential employees, adding the talent of the
recruitment pool. A morally run the work or business is going to see the growth of productivity
because employees will take joy in their work.

B. SOCIO CULTURE AFFECTIVE STRATEGY IN TEACHING ENGLISH

Socio affective strategy is defined as strategy which relates to students’ society, like in school,
house and environment. Anderson (1991) states that Socio affective strategy is the most crucial one in
developing learners’ skill. It is hoped that lecturer and students apply the socio affective strategy in
learning and teaching process as cooperative teamwork in order to achieve maximum result in learning
English.

Arnold and Brown (1999) declares that there are many affective factors when the students effort
to comprehend and make them learn English successfully. They are attitudes, motivation, anxiety, and
self-esteem. Those factors are believed can influence students’ success in learning English. Thus, the
English lecturers need to pay attention to those factors if they want to develop students’ inherent
potential.

Lecturers have to increase their ability deal with students’ individual differences in their social
and affective area. It can also be said that the students’ competence to develop their internal capacities
can encourage their quality in English mastery. While Oxford (1993) listed Socio-Affective strategies
as follows:

Table 1: Complete List of Socio-affective Learning Strategies
C. COMPONENT OF SOCIAL CULTURE

AFFECTIVE STRATEGY

Oxford (1990) states that there are three component in social domain, they are ask, cooperate, and empathy. While affective have three components. Like relaxation, motivation, and confidence. All the components are used in teaching English which aim to involve learning conducive to interact with others.

The Component of Social Strategies
Many activities can be done by students in social strategies. Like asking question to get verification, asking for clarification, asking for help in doing exercise, or perhaps talking with native speaker. In other word, social strategies deal with the society, students’ surrounding and their environment. There are four components in social domain; asking, cooperation, social mediating activities and empathy.

Hismanoglu (2002) defines that social strategies are activities which give chance to be actualized as described. Therefore, social strategies can ease the students’ task with other and understand each other.

D. DIGITAL SERVICES OR INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

We live at a time when advances in information and communications technology (ICT) offer incredible promise for improving learning and teaching. The growth of ICT is one of the most significant areas of change in modern society. Therefore, ICT has become an important part of the development of learning and teaching, because ICT is useful tools which with appropriate pedagogy
can enhance learning and teaching (Wyse, 2018). It means ICT can be used to support the process of English language learning.

There are many technologies that can be used in a classroom teaching. Multimedia technology plays a positive role in promoting activities of students and teaching effective classroom. It is proved that there are many sorts of technology multimedia such as featuring video, visual, animation effects, that technology plays the positive roles in teaching. Dickinson (2018) points out “ICT” in education point of view refers to “information and communication technology (ICT) such as computers, communications facilities and features that variously support teaching, learning and a range of activities in education. Technology is everywhere and it is used in every areas of life such as business, trading and now it is also used in education.

Reshaping the Role of Technology in Education In particular over the past few years, three developments of technology have been combined to reshape the role of ICT in education:

**Interactive Media**

Interactive media are easy to access and use, free, and designed to support collaborative knowledge creation and sharing. Dede (2018) states that an increasing number of users are progressing from media for sharing (social bookmarking and networking, photo and video sharing) to tools for thinking together (blogs and online discussions) to communities collaborating to accomplish shared goals (wikis and smashups). An increasing proportion of people in all age groups are using social media as the dominant means of informal learning, developing strengths and preferences in how they create and share knowledge and in what types of authority they accept as certifying its accuracy. As a growing number of students enter schools and colleges with beliefs and preferences about learning and knowledge based on social media, this will place disruptive pressures on these institutions to acknowledge types of learning and knowing discrepant with classic models of instruction, authority, and epistemology.

**Immersive Interfaces**

Immersive Interfaces are enabling the design of rich virtual experiences accessible by learners even in contexts isolated from the real-world, like classrooms. Emerging multiuser virtual environment (MUVE) interfaces offer students an engaging Alice-in-Wonderland experience in which their digital emissaries in a graphical virtual context actively engage in experiences with the avatars of other participants and with computerized agents. Dede (2009) mentions as a complement, augmented reality (AR) interfaces enable “ubiquitous computing” models. Students carrying mobile wireless devices through real-world contexts engage with virtual information superimposed on physical landscapes (such as a tree describing its botanical characteristics or an historic photograph offering a contrast with the present scene). This type of mediated immersion infuses digital resources throughout the real-world, augmenting students’ experiences and interactions. Both these kinds of immersive interfaces enable “situated” learning in a detailed, simulated setting with embedded tacit clues, context-sensitive support, and salient features highlighted.
Mobile Wireless Devices

The emerging infrastructure of powerful mobile wireless devices is complementing the classic infrastructure of workstations, laptops, and wires (Bjerede, et al, 2010). Mobile wireless devices and associated ubiquitous apps have the potential to transform teaching and learning in K-20 schooling. When this potential is realized, students will benefit from 24/7 access to digital curriculum that is highly personalized with respect to level, pace, and learning style. Teachers will benefit from digital participation in communities of practice with global reach and from dashboards that actively display real-time data regarding their students’ progress. As wireless education technologies allow learning to expand beyond the four walls of the classroom and the hours of the school day, teachers will gain flexibility in how they can use precious classroom minutes.

The Role of ICT in Education

Bikas (2001) clarifies several roles of ICT in Higher Education. He says that using ICT in learning and teaching process can increase variety of educational services & medium, ICT also plays as to promote equal opportunities to obtain education & information. It can develop a system of collecting & disseminating educational information and ICT can also be used to promote technology literacy, like to support “Distance Learning” and also to support sharing experience & information with others. The indicators of ICT’s role above should be integrated in education activities for the effective and meaningful educational process.

ESP
Definition of ESP (English for Specific Purpose)
ESP has become important in the teaching of English as a foreign or second language movement. It has become a popular area of EFL teaching. Its development can be found in the uncountable ESP texts in all over the world (Evans and St John 1999). Applied linguistic and researchers in ELT in general and ESP in particular have different definitions of the term ESP. according to Munby (1978), ”ESP courses are those where the syllabus and materials are created in all essentials based on the students’ need”.

ESP entails the provision of EL instructions as follow; devised to meet the learner’s particular needs, Related in themes and topics to designated occupations or areas study, Selective (i.e. not general) as to the L context and when indicated, restricted as the L skills included. Some common features can be noted that ESP is treated as a tool to some other subject rather than an aim in itself, it is differentiated from other kinds of English teaching by a careful analysis of needs of the learner and it is selective as to the development to partial competence of the learner relative to those needs.

Characteristic of ESP (English for Specific Purpose)

Brunton (2016) identifies some ESP characteristics: ESP consists of English language teaching designed to meet the needs of the learner, It contains about particular disciplines, occupations and activities, It is different from general English and it is not taught according to any pre-ordained method.
In another occasion, Evans and John (1988) attempted to modify Steven’s theory about ESP characteristics. He said that ESP is defined to meet specific needs of the learner, ESP is centered on the language, discourse, and genres appropriate to these activities, ESP may be related to or designed for specific disciplines, ESP may use a different methodology from that of general English, ESP seems to be designed for adult learners either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level and ESP is generally designed for intermediate or advanced students.

**Objectives in Teaching ESP (English for Specific Purpose)**

From the characteristic of ESP above, researcher try to formulate the objective of teaching ESP. ESP aims to reveal subject-specific language use, to develop target performance competencies, to teach underlying knowledge, to develop strategic competence, and ESP is available for fostering critical awareness. ESP teaching simply set out to help non-native speakers of English cope with language demands in their target environments (Basturkmen, 2006).

**The Needs Analysis**

Needs analysis is done at the first step before the lecturer design the ESP materials. It helps the lecturer to create appropriate materials related on the students’ need. Chambers (1980) in Basturkmen (2010) states that needs analysis have to be connected with the establishment of communicative needs gotten from an analysis of the communication in the target situation. Richards (2001) lists a number of reasons for holding needs analysis before beginning a course for a group of learners as follows:

- to find out what languages skills a learner needs in order to perform a particular role
- to ease the lecturer decide if an existing course adequately addresses the needs of potentials students to know which students from a group are most in need of training in particular language skills to realize a change of direction that people in a reference group feel is important to get information about a gap between what students are able to do and what they need to be able to do to find information about a particular problem learners are experiencing Hutchinson and Waters (1987) define needs as the skill of understanding and producing the linguistic features into two categories: target needs and learning needs. The target needs are what knowledge and abilities the learner will need in order to be able to perform appropriately in the target situation. The analysis of the target needs is divided into three points which are necessities, lacks, and wants. Necessities is defined as the type of needs determined by the demands of the target situation. Lacks is the gap between what the learners know already and what the learners do not know and Wants is what the learners expect about language area that they want to master.

Needs analysis is really essential to be held at the beginning before designing ESP materials, since students’ learning needs are to guid in expanding appropriate English learning materials. Another approach of language teaching which is in line with ESP is called as Content-Based Instruction (CBI). It points the importance of the using of authentic materials in the classroom process. The other relation between ESP and CBI is drawn in one of its principles that Content-Based Instruction better reflects learners’ needs for learning a second language (Richards and Rodgers, 2001).
CONCEPTUAL FRAMEWORK
The framework is a conceptual model that shows the purpose of this research that is to develop a model of learning English in Economic faculty of IAIN Bukittinggi based on Socio-Affective strategies. It can be drawn as follow:

RESEARCH METHOD
This is Research and Development study or R and D research with PIE model. This developed material is addressed to the third semester students of Islamic Economic Faculty of IAIN Bukittinggi, Indonesia. Newby et.al (2000) divides PIE into Planning, Implementation, and Evaluation. Researcher has to plan and prepare the lesson by assessing resources, analyzing the environment, collecting data about the students, content, setting, method and media. Then, in implementation stage, the researcher need to build up learning experiences, combines method/media, clarifies instructional issues based on to the implementation of media and methods that has been elected. The last step, the researcher does assessment. The researcher evaluates students learning and the lesson.

DATA ANALYSIS AND DISCUSSION
Culture in esp classroom
In studying English, the students get knowledge and also learn about culture. In this case, they are going to know the culture in business and morality. The students will comprehend more the material if it is about the culture of their local wisdom. In our life, usually we study culture implicitly, as a part of the linguistic forms. To have the students understand of the cultural features, the lecturer needs to teach the cultural features explicitly.

There are some practical ways to teach culture effectively (Miladinovic, 2013):
Providing the students with authentic materials – watching films, news broadcasts or TV shows. Reading authentic materials can be a good choice.

Comparing and contrasting proverbs – proverbs are able to lead to a discussion about values represented in the proverbs. Thus, idioms and proverbs form an important part of every language.

Using Role plays – it supports the students in creating the shift in perspective from their own culture.

Researching cultural items – not only practicing presentation or writing in the target language, but the students can also inform their teams to compare with foreign culture and contextualized knowledge gained.

Students as cultural resources – the exchange students can share their cultural life, especially the culture of leadership in their country.

Cultivating students’ literacy about business morality by using SCA model in digital services
The Strength and the Weaknesses of Socio Affective Strategies
Related to data got from the implementation of the Feby’s model of Socio affective strategies to the students of IAIN Bukittinggi in 2015 for the third semester students, the researcher concluded the strengths and weaknesses of the module (Syafri, 2016) as table shows:
<table>
<thead>
<tr>
<th>No</th>
<th>Strength of Feby Model</th>
<th>Weaknesses of Feby Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Relaxation is a very crucial component to instill confidence, reduce anxiety, and create an conducive atmosphere to learn, it can be done anytime by the students</td>
<td>In Feby model, relaxation is done only by using the body motions like take a breather and stretch. In fact, relaxation is the way to rest and enjoy the feeling from nervous, worried, etc. Since it relate with the feeling, so that, in the religious perception do not forget to pray in asking the peaceful to Allah and saying the positive word to the soul.</td>
</tr>
<tr>
<td>2</td>
<td>Feby model help students to perform tasks by exchanging ideas and working in groups and in pairs at each stage of learning, Pre, whilst and post activity</td>
<td>In pre activity, the students have brainstorming; however, in practice most of students do not have motivation and ability to answer the questions because the conducive atmosphere has not been created.</td>
</tr>
<tr>
<td>3</td>
<td>Students support themselves to be able to comprehend the learning objectives so that they have a clear direction in mastering the material</td>
<td>In the session of ‘motivate you’, students have to inspire themselves. But, it is not really interesting in implementing although it has been guided by the lecturer. As the result the achievement is not really great.</td>
</tr>
<tr>
<td>4</td>
<td>Students’ Emphatic can be developed when they do the discussion</td>
<td>Material has lack of example of the expression and dialog</td>
</tr>
<tr>
<td>5</td>
<td>The wise expression inspires the students’ motivation to speak</td>
<td>Several materials are not in line with the students’ culture so that they are not really excited to it. For example: some pictures like the sexy girl with minim clothes, dogs, the death of Kim Jong Il, LGBT indication, joke like the criminality and murder, song that does not build students’ good character</td>
</tr>
<tr>
<td>6</td>
<td>The compact disk is really interesting for the students. it consists of videos relates to the materials</td>
<td>There has no direction to the build the affective of the students related to their local wisdom</td>
</tr>
<tr>
<td>7</td>
<td>Students are given the opportunity to deliver their comment about classmate’s performance. It can make them more serious in paying attention to their friends’ performance and those who perform also can be inspired by their</td>
<td>The inappropriate way to give the comment can create the negative effect to the students who perform their speaking, so that, it can be the moment to the overthrow their friends mentality</td>
</tr>
</tbody>
</table>
Concerning on the strenghts and the limitation of Feby’s model above, researcher has desire to develop another model to be implemented for the students of islamic economic faculty, that is Socio-Affective strategies (SCAs) Model.

1. Implication of SCA for Teaching ESP
   It will be much better and more comprehensive if the lecturers try to connect and integrate their culture or local wisdom in their teaching. If it is not, it can be predicted that the students will be blind with their own culture. They, perhaps, will feel empty.
   Language lecturer must know that their comprehension of something is prone to interpretation. The meaning is bound cultural context. The lecturer must only explain the meaning but also the cultural context as well. Misunderstanding among language educators often occur because of the difference cultural roots, ideologies, and so on. After implementing the SCAs Model, the teaching and learning process become more affective.

CONCLUSION

It can be concluded that language and culture relate each other. For success lecture, it is impossible for them to teach language without teaching culture as well. The implications for language teaching and policy making vast and far reaching when these two points are integrated in language teaching to avoid any cultural misinterpretations.
REFERENCE


Bikas C. Sanyal, “New functions of higher education and ICT to achieve education for all” International Institute for Educational Planning, UNESCO, 2001


Dickinson. D. ICT in English. 27/02/2018. From http://www.le.ac.uk/education/staff/ICTEnglish.html


Horton, Melissa. 2018. Why is business ethics important?

Hellen Basturkmen, Ideas and Options in English For Specific Purpose, (London, 2006)p.133


