

Students' Language Attitudes and Politeness as Character Education in the Implementation of Merdeka Belajar Kampus Merdeka (MBKM)

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Abstract

The implementation of character education in higher education has a great impact on the achievement of graduates. In addition to soft skills, it also has an impact on hard skills. Efforts to cultivate student attitudes and politeness are very necessary. This study is carried out to answer why it is necessary to form student attitudes and politeness and how to instill student attitudes and politeness. This study was conducted by using descriptive qualitative method through analyzing the result of observation, interview, and documentation from WhatsApp or SMS from the students. This study presents qualitative data that most of the students whose attitudes and politeness are formed in the Research on Language Teaching and Introduction to Linguistics courses, Giving assignments (project) that are considered as a way to observe students' attitudes and politeness. The results show that students' respect and politeness towards lecturers and assignments can encourage each student's awareness of learning to improve their good character and also their academic field.

Keywords

character education; attitude and politeness; freedom to learn (MBKM)



I. Introduction

As a basic effort to educate and shape the character of students is to take education. Education is the most conscious effort for a human being to voluntarily follow all the processes and systems that apply. Of course by prioritizing the quality of an education. Education in Indonesia, especially at the tertiary level, is education that is expected to present quality both in terms of knowledge (Learning), values, attitudes and character, as well as other supporting aspects. Of course, by following the SN-DIKTI curriculum by trying to be up to date on the freedom to learn or MBKM policy to achieve quality education itself.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

Another definition by Kamaruddin, et al., (2021) is that education helps shape the character and civilization of the nation, whose ultimate goal is to form noble, healthy, knowledgeable, skilled, creative and independent morals as mandated in national education based on Pancasila and the 1945 Constitution. Mandated in Law Number 20 of 2003

concerning the National Education System Article 3 paragraph 1 which reads National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of participants Educate students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Implementation of Merdeka Belajar Kampus Merdeka (MBKM) which is being launched by the government through the ministry of education and culture is an absolute issue to be implemented in all universities in Indonesia at this time. MBKM which refers to the independence of learning will stimulate every element of human resources in a university, in this case the lecturer, to further highlight lecture activities that refer to creativity and innovation where creativity and innovation in this study are specified in the creativity of lecturers to bring character education to life.

In the aim of generating character education in universities, especially the formation of student attitudes and politeness. So with this, students are required to be independent, think critically, and be able to solve problems encountered while studying at a university. The process of participating in learning greatly determines the quality of the student himself in the future as well as at that time as long as he holds the status of a student. Talking about the values, attitudes and knowledge of students, this era looks very different from the past. In fact, today's students have been complained a lot by lecturers about the attitude and behavior of being a student. These attitudes and behaviors include; unethical in conveying messages to lecturers in the form of email, WA, SMS, etc,

In addition to science, positive attitudes and behaviors are also very important to be instilled in students including honesty, respect, etiquette, ethics, and the like, so that these characters can become provisions when entering the world of work. Building character in college students according to Supriyono, (2014) is very important as a continuation of character education in schools. So this phenomenon becomes homework for all lecturers and students to build good interpersonal relationships with each other. After all, according to Tanis, (2013), "To make a student smart and intelligent, it may be easy to do it, but making a person/student to have a good and wise attitude and behavior seems much more difficult". Thus, in addition to the method, the tasks given by the lecturer also greatly support the process of achieving character education. So by not assuming the task of the lecturer is a burden but an effort to provide opportunities for students to learn independently, solve problems, be honest, fair and do not rule out getting new knowledge that the lecturer did not have time to convey during face-to-face lectures.

Problems

Departing from some of the problems that have been described in the introduction above, it can be identified important problems as follows:

1. Why is it necessary to form attitudes and student politeness?
2. How to instilling student attitudes and politeness?

II. Review of Literature

2.1 The Nature of Attitude Assessment

Permenristekdikti No. 44 of 2015 concerning the main principles in attitude assessment including; Educational, Authentic, Objective, Accountable, Transparent.

a. Objective

Refers to 2 motivations namely;

1. Improving student learning plans and methods
2. Achieve student learning outcomes

b. Authentic

Authentic means to refer to a sustainable learning process.

c. Objective

The objectives of the assessment are;

1. Students and lecturers agree on the assessment standard
2. Lecturers are not subjective in giving assessments.

d. Accountable

As for accountability, that is, all assessment procedures can be clearly understood and agreed upon by lecturers and students at the beginning of the lecture.

e. Transparent

That all stages of the assessment are carried out responsibly and openly according to procedures; and the results are accessible to all students and stakeholders.

2.2 Language Politeness Concept

"Polite language is a form of language behavior that is agreed upon by the community of speakers of a particular language, with the aim of respecting and respecting one another, avoiding offence, minimizing the potential for conflict." (Iswara, 2019).

According to Halawa (2019: 196), politeness in language is divided into two levels, namely; first order politeness and second order politeness. First, first order politeness, namely social politeness which refers to all the norms of etiquette that have been agreed upon by certain groups, and that norm is a symbol of the success of language politeness. The second order politeness refers to politeness in language to foster interpersonal relationships. At this stage, the success of the language is very dependent on understanding the culture, the world, etc.

2.3 Attitude in Character Education

Cognitive intelligence alone is not enough to guarantee a person's success because what is an urgent need is the development of character education that contains moral and religious values (Kumalasari, 2017).

According to Ryan, et al. (1999), Character education is the center on which academic excellence, personal achievement, and true citizenship depend.

2.4 Merdeka Learning Merdeka Campus (MBKM)

In order to improve the quality and profile of higher education graduates, the Minister of Education and Culture, Nadiem Makarim, launched a program called Merdeka Belajar Kampus Merdeka (MBKM) with legal foundations such as; 1. Law No. 20 of 2003 concerning the National Education System. 2. Law No. 12 of 2012, concerning Higher Education, and many other legal grounds.

The learning process in the Merdeka Belajar Kampus Merdeka (MBKM) is one of the manifestations of student centered learning which is very essential. Learning in the Merdeka Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through an independent learning program that is well designed and implemented, students' hard and soft skills will be formed strongly. (Kemendikbud, 2020.)

III. Research Method

In order to solve the problems raised regarding the positive behavior of students above, the solution offered in this study is to give the task of writing essays to students of the English Education study program at Bumi Hijrah University. By assessing the process of completing the task as well as the attitudes and behavior of students towards the tasks they are doing. The attitudes and behaviors that are expected are positive attitudes and behaviors including; Creativity in developing essay writing (including references, knowledge, access.), procedures for contacting lecturers when they want to consult for any obstacles encountered either through Whatsapp, SMS or telephone, and other social media.

This study uses descriptive qualitative method by Creswell, (2007) with data collection techniques; 1. Direct observation of students during lectures and directly observe the progress of the given project until the deadline for the assignment arrives. 2. Structured interview. 3. Documentation; by collecting data through personal WA or WA group between lecturers and students, SMS. The respondents of this study were English students in semester 2 and 6 of Bumi Hijrah University.

IV. Results and Discussion

4.1 Sense of Responsibility & Character Education

Character building in universities, especially students in the Unibrah English education study program, is very necessary in order to instill a personality that in addition to being knowledgeable and insightful, must also have good character and quality. Character formation is built from a sense of responsibility. The sense of responsibility in question can be in the form of a mandate to do the tasks given as part of a course by following all the instructions given by the lecturer, including obeying the rules agreed in a lecture meeting, meeting the deadlines submitted. In addition, the sense of responsibility is also confirmed when students consult with lecturers when they face difficulties regarding the task (project) and the process of completing it. Here is one of the messages the lecturer received:

*"Assalamualaikum, sorry to disturb
this is with English students on behalf of Fatamine
I want to ask about your assignment. Does this task use
English or Indonesian."*

4.2 Perspective of the Goodness of Language Politeness

Humans basically have good values in themselves. Doing good through polite language with the aim of being accepted by the interlocutor and the environment in which he or she is active. In this case, students who have an interest with the lecturer will pay

more attention to attitudes and consider the appropriate language he uses. Here is one form of kindness taken from the Whatsapp application;

Assalamualaikum warahmatullahi wa barokatu

I am Asriyani Rahadi semester 6

I apologize in advance for interrupting the time

Today I can ask for permission because the stock of medicine in my house has run out and I want to go to the doctor,

Take a referral letter to Ternate

Thank you".

This private message received from WhatsApp is an example of the kindness received from students. Asking permission is something that is usually done, but if asking for permission happens to students against their lecturers, it will be a different matter. How not, students will think more about what words are appropriate to use so that those words reflect the goodness of him and his message can impress his partner, in this case the lecturer. The behavior of asking for permission is a good behavior to be instilled in the learner as a form of respecting someone's existence as part of their interests. In order to minimize misunderstandings from lecturers as value givers and educators (stakeholders), then a student should find good ways to convey his intentions and goals so as not to reduce his respect for his teacher. So asking permission with polite words will be a separate assessment for the lecturer as the recipient of the message. Good intentions through messages conveyed by students will automatically be confirmed and considered as goodness by a lecturer.

4.3 Attitude is Seen in the Process of Working on Lecture Tasks (Project)

Growing awareness of learning must start from the students themselves. Motivation and self-awareness will encourage someone to plan and solve the problems he faces. With this motivation, it will form a habit for him to face every challenge he encounters in the field (Djafar, 2021).

In the process of completing the tasks given in a course, it can be seen that awareness of the importance of the task determines the point of completion. Some students consider giving assignments only as a burden that has no meaning for them. Even though the lecturer's policy in giving assignments, especially large tasks such as writing essays in English is part of a series of lectures that have been prepared in the Semester Learning Plan (RPS) which of course has been agreed with students at the beginning of the course contract. Based on the instructional objectives, the tasks given are not made up by the lecturers themselves.

The results of interview data with students found that students who were ignorant and did not respond to the task were due to considering the task as a burden, because they would spend time and energy, internet quota and funds to complete it. Meanwhile, several other students with the same problem remained diligent in completing the task. The reason that was found to be very wise is that in addition to the value obtained, they unconsciously have obtained new knowledge from what they are doing. For example, the interview data of students who have successfully completed their assignments are as follows;

"I gained new knowledge while doing this essay writing assignment. For example, I found a way to find references on Google Scholar from my own efforts."

"I just found out through this assignment that it turns out that writing an essay in English requires extra effort, especially since I have never had writing experience, and even then in English."

"I can't help but read more references on google to find out the outlines of writing essays, including the formats that are commonly used by people."

"I am aware that this assignment is time-consuming and exhausting, but I am grateful that I was able to complete it, and I am proud to have my own writing thanks to the assignments from this course."

"I really train my focus. At first I was never able to focus on certain things (my focus was always scattered). Finally, I motivate myself to focus and I can finish it too."

"Apart from completing assignments, I also want to get good grades, that's why I do my homework."

The attitude of respect and politeness of students towards lecturers and assignments can encourage each student's awareness of learning to improve their hard skills and at the same time their soft skills. A student who already has an attitude of disrespect for what his lecturer gives means that he is forming principles and behavior within himself that carrying out lectures is not something important, so in it he is happy to set aside the rules that have been agreed upon between the lecturer and the student at the time of the contract. subject. These missing values hurt the character education that lecturers try to implement in every course. Nevertheless,

As the data is written like "Besides completing assignments, I also want to get good grades, that's why I do the work." Apart from this student's priority is about grades, at least he is able to show a good attitude. By choosing to complete the task, it is an appreciation that he shows for the manifestation of obedience, discipline and hard work, namely being obedient to what is ordered by the lecturer, being disciplined in carrying out tasks and working hard to complete, because discipline and hard work are part of character education itself. As stated by Agung (2017: 107), character education programs are implemented in an educational environment by prioritizing 18 points of character values, two of which are discipline and hard work itself.

4.4 Word Choice and Politeness

Using appropriate attitudes and behavior to lecturers is a behavior that needs to be instilled by students. Politeness in language is something that is very coveted by every speech partner. Between two people who have an interest, they must prioritize each other's sensitivity (sensitivity) in throwing words with the aim of being mutually accepted. Given that language is the most effective communication tool, the tool must be packaged properly so that the speaker's intentions are conveyed and the speech partner is happy to receive it. Thus, students should have etiquette and manners when communicating with lecturers both when asking permission, asking questions, etc. The following is presented data from WhatsApp where students communicate with lecturers:

"Peace be upon you, and Allah's mercy and blessings

I'm Asriyani Rahadi from Semester 6. I apologize in advance for disturbing your time. Just asking that tomorrow at 9.00 am there is an appointment regarding yesterday's essay assignment, is that so ma'am?

Thank you."

"Assalamu'alaikum Mam, I'm sorry for interrupting the time.

I'm Yulistiana, a second semester English student. I want to remind you that tomorrow there will be an Introduction to Linguistics course with mom at 10.00. First of all, I apologize because I was wrong to inform you that Mr. Safrudin's schedule should not collide with his schedule, sir. I'm sorry again, Mom."

Using good and polite language when communicating with lecturers is a commendable behavior. The two examples presented through the data from WhatsApp above show that the student prioritizes etiquette and manners to convey his intentions. The language used is also a formal language. Apart from lecturers having different statuses in terms of education and position, students must have respect for those who are older in age, and it has become a custom in Indonesia that talking to people of different age or social status must prioritize etiquette and courtesy. The manners and manners are proven through the choice of words in the language.

As stated by Leech (1983) about the authority scale (Authority Scale) that the higher the distance about the social rank (rank rating), the more polite the language used between the speaker and the speech mantra.

Lecturers in terms of social status have different social rankings from students, so the speech delivered by students both verbally and in writing (WhatsApp chat) must really consider politeness. All of this is done so that both students and lecturers feel comfortable where students are comfortable conveying their intentions, while lecturers are comfortable reading and accepting the student's intentions. According to Wahyudin (2013: 317), an utterance that is uttered by a speaker to his interlocutor is always based on a specific purpose. The speaker in this case hopes that the speech partner with his communicative ability is expected to be able to capture the intent expressed or implied by the articulated utterance.

Long before this research was conducted, it could be observed that the politeness of language students at Bumi Hijrah University Tidore, especially in the English Language Education Study Program, had not yet been formed like this. The manners and inappropriate choice of words from students often make lecturers complain. Over time, all lecturers in the English Study Program began to include character education in every subject they were taught. The two examples of communication results described above are the result of the hard efforts of all educators (lecturers) in the English language study program. So that the development of character education is quite good.

4.5 Behave with the Soul of Problem Solving

A task will always be accompanied by difficulty. For a student, a big task (project) given by a lecturer is something new so that students are not used to handling it, for example regarding the structure of assignments, etc. The independence in completing the tasks given by the lecturer is largely determined by students who are soulful and have a problem solving mentality.

"Problem solving is the highest form of learning because in the process students are faced with the need to understand information and rules on the one hand and on the other hand students must have the ability to apply their understanding to reality. (Saguni, 2013).

V. Conclusion

Humans are essentially learners, so don't be ashamed when you fail, because the best learners are those who have failed and are learning again. Thus, related to the results of research regarding the cultivation of student language attitudes and politeness, it is necessary to contribute and joint efforts between students and lecturers to achieve character education and the realization of Merdeka Belajar Kampus Merdeka (MBKM), as follows:

a. Student

Based on the results discussed above that;

1. Students do not yet fully have the attitude and politeness seen from the politeness of language to the lecturer as the tutor of the subject contracted by the student.
2. Students need to have self-awareness and motivation in carrying out their roles as students. Maintain attitude and politeness in communicating/language with lecturers for the benefit of various aspects. Because politeness in communicating or speaking both in direct communication (direct communication) or through WhatsApp, SMS and others greatly determines its own assessment for the benefit of the student's graduation in the course he is taking.
3. That character education is above all. Character education can also determine student academic achievement. The virtues of attitude and politeness determine the interpersonal relationships of students and lecturers.

b. Lecturer

The implementation of Merdeka Belajar Kampus Merdeka (MBKM) in the aim of generating hard skills and soft skills in higher education, especially the formation of attitudes and politeness of students in the English Education Study Program, Bumi Hijrah Tidore University needs serious attention by all lecturers and the Bumi Hijrah university community. Lecturers in carrying out their roles as subject stakeholders need to be maximal in directing and giving the best possible instructions to students, especially in giving large projects (projects) to students. So that students feel responsible for the task to be able to complete it well as expected. The purpose of this effort is none other than character education itself.

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