

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

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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 likes 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 intership, 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 likes 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 gurdian 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

Social strategies	Asking questions	Asking for explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self (O'Malley and Chamot, 1990) Asking for clarification and asking for correction (Oxford, 1990)
	Cooperating with peers (others)	Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance (O'Malley and Chamot, 1990) Cooperating with peers and cooperating with proficiency users of the new language (Oxford, 1990)
	Social-mediating activities (Exposing oneself to social activities in TL) and transacting with others	Active participation in learning tasks, start and maintain conversations (show interest, use follow-up questions, make comments, etc)
	Empathizing with others	Developing cultural understanding and becoming aware of others thoughts and feelings (Oxford, 1990)

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

Socioaffective language learning strategies		
Affective strategies	Lowering one's anxiety	Using progressive relaxation, deep breathing or meditation; using music, and using laughter (Oxford, 1990)
	Encouraging oneself (self-reinforcement)	Providing personal motivation by arranging rewards for oneself when a language learning activity has been successfully completed (O'Malley and Chamot, 1990) Making positive statements; taking risks wisely and rewarding yourself (Oxford, 1990)
	Taking one's emotional temperature	Listening to your body; using a checklist; writing a language learning diary; discussing your feelings with someone else (Oxford, 1990)
	Self-talk	Reducing anxiety by using mental techniques that make one feel competent to do a learning task (O'Malley and Chamot, 1990)

students' task with other and understand each other.

The Component of Affective Strategies

Syafri (2016) states that affective factors are emotional factors which influence students in learning. She divides this factor into two, negative and positive affective factors. Negative affective factors are defined as affective filters that can influence the learner's attitude to English, to his self, to the teacher/lecturer and to his other friends. Dörnyei (2001) points out that affective factor refer to the emotions, feelings, and attitudes that the students take to the learning experience and the role these play in motivation. The affective strategies components consist of reducing anxiety, encouraging oneself, monitoring one's emotions and self-talk as seen in table 1 (Oxford, 1990).

Affective strategies are as important as cognitive and metacognitive strategy in order to be success in language learning (Hurd, 2008). It means the lecturer must be able to minimize negative factor and build some activities that can develop the positive ones. The lecturer can also invite the students to select and decide interesting learning experience that can motivate their learning spirit. Keeping students' motivation and reducing their anxiety in language learning are essential issues for both students and lecturers. It means it will need the appropriate modules and method in language learning to actualize it.

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 shorts 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, skills, 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:

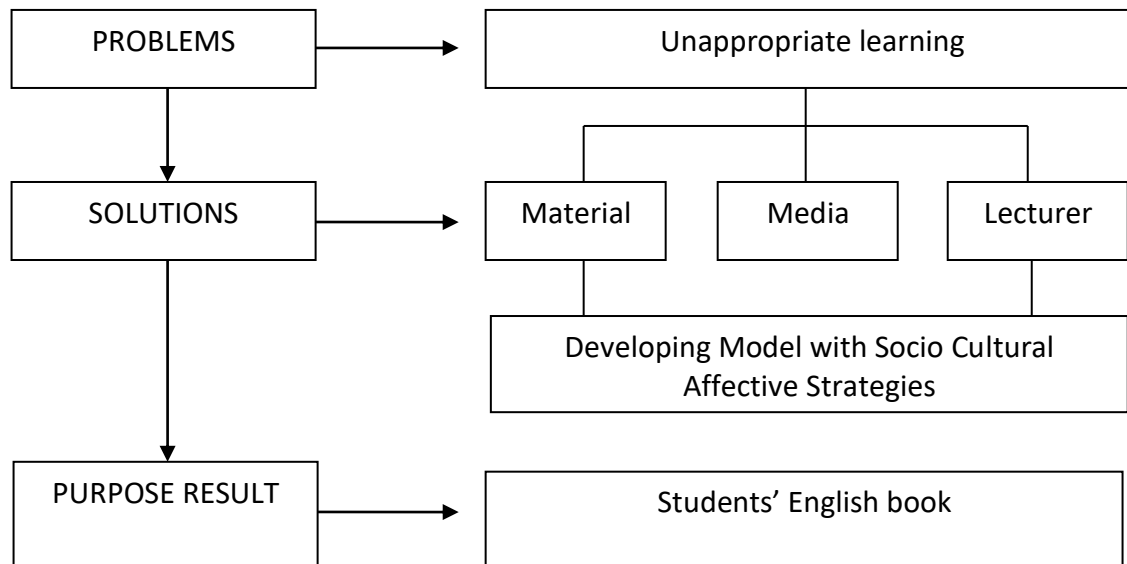
to find out what languages skills a learner needs in order to perform a particular role

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:



Picture 3
 Conceptual Framework

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.

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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:

No	Strength of Feby Model	Weaknesses of Feby Model
1	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	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.
2	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	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.
3	Students support themselves to be able to comprehend the learning objectives so that they have a clear direction in mastering the material	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.
4	Students' Emphatic can be developed when they do the discussion	Material has lack of example of the expression and dialog
5	The wise expression inspires the students' motivation to speak	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 II, LGBT indication, joke like the criminality and murder, song that does not build students' good character
6	The compact disk is really interesting for the students. it consists of videos relates to the materials	There has no direction to the build the affective of the students related to their local wisdom
7	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	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

	friends' comment	
8	Each student has chance to speak	Lecturer was not able to manage the students' activities in detail. The class was mastered by the active students only,
9	The culture corner which compare local and western culture make students excited	There is no direction about worth and appropriate thing that students have to know and do concerning the culture
10	Feby model offer students a reward and encouragement	The reward is only for post activity
11	Students have interested material and get new learning experience that can improve their social and affective domain	The material is very difficult

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.

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