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## **Altruism in English Language Education Documents of Indonesia Open University**

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### **Abstract**

Altruism refers to devotion to the welfare of others, regard for others, as a principle of action, opposed to egoism or selfishness. It is a natural part of us all and innate from a very young age. However, to put that belief into practice it needs to be cultivated from primary school to university. Indonesian government has stipulated it in educational-related documents. This study investigated whether altruism is implanted in the documents of English language education in Indonesia Open University. Content Analysis was carried out to analyze two textbooks used in the Master Program of English Language Education. The data was all altruism-related words, phrases, clauses, sentences, and illustrations in the books. The study revealed that altruism-related words were unequally distributed throughout the books, from learning activity to assessment. They were not even explicitly stated that the lecturers might not be aware of them, let alone implanted them in the teaching-learning activities. The limited number of face-to-face meeting also contributed to the lack implantation as well. It could be tentatively concluded then that altruism was not deliberately implanted in the documents of English Language Education under this study.

Keywords: Altruism, Indonesia Open University

### **Abstrak**

Altruisme mengacu pada pengabdian untuk kesejahteraan orang lain, menganggap orang lain, sebagai prinsip tindakan, menentang egoisme dan keegoisan. Itu adalah bagian alami dari kita semua dan bawaan sejak usia sangat muda. Namun, untuk mempraktikkan kepercayaan itu perlu dikembangkan dari sekolah dasar hingga universitas. Pemerintah Indonesia telah menetapkannya dalam dokumen terkait pendidikan. Penelitian ini menyelidiki apakah altruisme ditanamkan dalam dokumen bahasa Inggris di Universitas Terbuka Indonesia. Analisis Konten dilakukan untuk menganalisis dua buku teks yang digunakan dalam Program Magister Pendidikan Bahasa Inggris. Data adalah semua kata, frasa, klausa, kalimat yang berhubungan dengan altruisme, dan ilustrasi dalam buku. Studi ini mengungkapkan bahwa kata-kata yang berhubungan dengan altruisme didistribusikan secara tidak merata di seluruh buku, dari kegiatan belajar hingga penilaian. Mereka bahkan tidak secara eksplisit menyatakan bahwa dosen mungkin tidak menyadarinya, apalagi menanamkannya dalam kegiatan belajar-mengajar. Terbatasnya jumlah pertemuan

tatap muka juga berkontribusi terhadap kurangnya implantasi. Dapat disimpulkan secara tentatif bahwa altruisme tidak sengaja ditanamkan dalam dokumen Pendidikan Bahasa Inggris di bawah penelitian ini.

**Kata Kunci:** Altruisme, Universitas Terbuka Indonesia

## INTRODUCTION

Education in the general sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Preparing children for citizenship, cultivating a skilled workforce, teaching cultural literacy, helping students to become critical thinkers, and helping them to compete in a global marketplace are name some of the goals of education. *Kim Jones, CEO,* [Curriki](https://www.forbes.com/sites/sap/2012/08/15/what-is-the-purpose-of-education/#41797b757795)  
<https://www.forbes.com/sites/sap/2012/08/15/what-is-the-purpose-of-education/#41797b757795>

Many countries are now drastically changing the way they educate their citizens. So is Indonesia because education is one of the key vehicles for the intellectual and professional development of people and plays an increasingly important role in supporting a stronger and more globally competitive Indonesia. Education in Indonesia falls under the responsibility of the Ministry of Education and Culture and the Ministry of Religious Affairs. In Indonesia, all citizens must undertake twelve years of compulsory education which consists of six years at elementary level and three each at middle and high school levels. A number of curriculum has been implemented to gain the purposes. The 2013 Curriculum focuses on the acquisition of contextual knowledge in respective areas and environments. The curriculum seeks to develop students' evaluation skills in three areas: attitude (honesty, politeness, and discipline), technical skills (through practical work/school projects), and scientific knowledge. At the elementary level, the curriculum emphasizes the formation of attitudes and functional skills over scientific knowledge, which receives more attention at higher educational levels. At the junior and senior high school levels, the academic rigor is increased since the students' personalities were emphasized at the primary level.  
<http://www.prestasi-ief.org/index.php/english/feature/68-reflections-on-education-in-indonesia>

The Law Number 20/2013 on National Education System stipulated that education has to cover character building. Along with the other kinds of character, altruism has to be addressed in any subject including English. Previous studies on altruism revealed that altruism was presented as character building in the teaching and learning of English at junior high school documents (Annur, 2018), senior high schools (Nainggolan, 2018); vocational schools (Sofa, 2018); and at university (Wulandari, 2018) in almost the same way that character building of altruism has been stipulated explicitly in government regulation particularly in the aims of education, curriculum, core competence in syllabus, competence standard, and process standard. Character of altruism also has been addressed explicitly and implicitly in syllabus, lesson plan, learning material but not assessment. This study aimed at seeking

whether altruism is deliberately implanted in the English language education textbooks used in the master program of Indonesia Open University.

Altruism was introduced by Auguste Comte to describe devotion to the interests of others as an action-guiding principle (Feigin, Owens, & Goodyear-Smith, 2014). Altruism is defined as giving up desires, wishes, wants, and valuables for the sake of something (Yıldırım, 2016). Altruism is also defined as the voluntary sub-ordination of physicians' own interests to the interest of others (Haddara, 2016). It covers social care and environmental care. The social care comprises giving empathy, having prosocial behavior, and reducing inequality and injustice ((Hirailda: 2013, Wade: 2014; Feigin et al; 2014).

### RESEARCH METHOD

This study used content analysis to analyze the data which was in the form of words, phrases, clauses, and sentences representing altruism in two textbooks used in the master program of English language education of Indonesia Open University. The instrument comprising altruism indicators was applied in the analysis.

### RESULTS AND DISCUSSION

The analysis of the two textbooks revealed that in Textbook A altruism was not purposefully implanted yet. A number of related words, phrases, and sentences representing altruism particularly on the aspect of reducing injustice were found in Learning Activity 1, 2, ... . The appeared ...times and did not state it directly. If they did, they were in fact the part and parcel with the subject matter being taught, not intentionally directed the students to be aware of altruism. Below are some of them:

Peserta didik bekerja bersama dalam tim yang terdiri atas empat orang anggota yang memiliki kemampuan berbeda untuk lebih memahami materi yang diajarkan. (p 1.48) M 1 LA5.

Ketika guru sedang membimbing salah satu grup, grup yang lain melakukan aktivitas seperti membaca secara bergantian, memprediksi bagaimana awal dari suatu cerita, merangkum cerita, menulis komentar terhadap suatu cerita, berlatih pengucapan, membahas ide pokok, dan sebagainya. (p 1.49) M 1 LA5.

Setelah membentuk kelompok dan menentukan topik, topik tersebut dibagi menjadi beberapa subtopik yang menjadi tugas untuk masing-masing anggotanya. (p 1.49) peserta didik mencari teman sejawat untuk bekerja secara berpasangan memecahkan masalah tersebut. (p 1.50)

Another evidence was found in Module 2 in one of the examples of the use of language expression in a dialog

"it's sure cold in here, Bob." Bob glanced up from his book and growled, "oh, all right, I'll close the window." (p 2.11) (M2 LA1, The Teaching of Reading)) bagi beberapa siswa, terutama yang dibesarkan dan dididik dengan menekankan keakuratan dan menghindari kesalahan, menebak adalah proses yang asing. Bagaimana cara membantu siswa agar tidak asing lagi dengan proses menebak? Apakah ada permainan menebak yang akan anda

perkenalkan untuk membantu mereka mengurangi sifat tidak ingin mengambil resiko? anda bisa membantu siswa agar bisa menjadi penebak yang akurat dengan cara menggunakan segala petunjuk yang ada. petunjuk tersebut meliputi analisis kata, asosiasi kata, dan struktur tekstual. (p 2.10)

Guru sebaiknya menyarankan agar siswa menerka makna dari kata tersebut atau mengabaikan kata tersebut apabila kaat tersebut tampaknya tidak penting untuk memahami teks secara keseluruhan. (p 2.45)

Altruism was implanted in the explanation of teaching methodology as the one found in Module 3 LA 1, Module 4, and Module 5 as in the following

Oleh sebab itu, disarankan kepada pengajar agar karakterisik jenis teks dibahas setelah kegiatan membaca pemahaman agar siswa mengenalnya. (p 3.14) peran guru sangat penting sebagai pembimbing, yaitu menyiapkan pembelajarannya dengan baik. (p 3.7) pajanan berbagai contoh teks harus memadai sebelum siswa dibelajarkan untuk menghasilkan berbagai jenis teks. Hal ini untuk merespon kebutuhan berkomunikasi dalam kehidupan nyata yang kurang diperhatikan dalam kelas konvensional. (p 3.36)M3LA3

Kesimpulanya, pengajaran grammar seharusnya dilakukan secara bertahap, yaitu bersamaan dengan pengembangan kompetensi komunikasi (p 4.7)M4 untuk memperdalam pemahaman anda mengenai materi di atas, kerjakanlah latihan berikut. (p 4.27/Latihan)M4

Greg: wow, it's great to meet you. I've seen you on TV so many times. (p 4.34)M4

Anna: OK, Greg, why don't I show you around? M4

Greg: great, thanks a lot. (p 4.34)M4

Akan tetapi, jika fasilitas tersebut tidak tersedia, guru dapat melakukan berbagai cara untuk menciptakan language-rich environment yang akan menarik siswa untuk belajar dengan lebih baik. (p 4.59)M4 karena pelafalan bahasa indonesia yang jauh berbeda dengan bahasa inggris, pronunciation biasanya menjadi masalah misalnya dalam pengucapan kata-kata bahasa inggris dengan penekanan dan intonasi yang sesuai. (p 5.11)M5

and I want you all to know that as always, the United States stands with Indonesia in responding to natural disasters,...(p 5.19) M5LA2

pegawai: yes, how can I help you?

Mahasiswa: I'd like to buy a campus parking pass for next year,... (p 5.18)

selamat pagi. It is wonderful to be here at the University of Indonesia. To the faculty and the staff,... (p 5.18)

tour guide: my name is Janet and we're going to have a garden tour today. Visitors to the home of former President Thomas Jefferson are often surprised to hear about his interest in plants,... (p 5.20-21) ) M5LA2

A: How are you today?

B: Fine, thanks (p 5.34) M5LA3

meskipun secara umum generasi muda saat ini mudah mempelajari teknologi, kemungkinan ada siswa yang memerlukan perhatian lebih dalam menggunakan teknologi dalam kegiatan belajar mengajar di kelas. (p 5.50)  
kendala teknis yang mungkin dihadapi misalnya penyiapan alat seperti komputer, speaker, proyektor, dan sebagainya yang memakan waktu. (p 5.51)  
M5LA3

A quite different finding was found in Textbook B. The very limited occurrence of altruism indicators was shown in this scratch.

All right students, do your best and **good luck!** (p.1.2) M1, (p.2.1) M2

Dear students, welcome to the module ... (p. 1.1) M1

All right students, do your best and good luck! (p. 1.2) M1

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to next chapter. (p.1.65), (p.2.68)

Congratulation! You have successfully finished module I. (p. 2) M2

### CONCLUSION

Having known the purposes of education as stipulated in the law of national education system does not automatically makes the institution, in this case the writer of the textbooks aware of implanting altruism in their learning materials. As open university has limited face-to-face lecture, an explicit deliberate teaching of altruism needs to be discussed further.

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