

The Affordance of Flipped Learning in Instilling Character Education among EFL students

Literature review

The notion of character education

Character education is believed to be as old as education itself in which through history people consider that education principally has two essential aims: to help people become intelligent and to encourage them be good (Lickona, 1993). However, the spectrum of character education is arguably difficult to elaborate because it requires several variables, such as a wide variety of outcome objectives, pedagogical methods, and philosophical orientation (Althof & Berkowitz, 2006)

Berkowitz & Bier (2005) believe that character is a combination of traits that affect people's tendencies and responsibilities, ethics and self-management ability, both socially and personally. Meanwhile, Lee (2001) suggests that character is a word that defines a person since it determines the value of what a person is and distinct virtue in people. In line to those definitions, Noprianto (2018) notes that character is an individual's set of psychological characteristics containing the incorporation of moral values and social norms which lead him/her to know, to think, to show, and to act in daily life.

From those explanation, it is summarized that character basically refers to some characteristics which guide someone to do things which might be either morally right or wrong. It is the integration of social norms and moral values with the sense of neutrality in a person's body to construct his own personal system, to obligate, and focus on certain ethical behaviors. The good character then is the ability possessed by an individual to differentiate between the good and the bad, to have a desire to do the good, as well as to demonstrate the good in life. In more detailed elaboration, Lickona (2001) argues that a person who is considered to have a good character must have three features of his or her personality: moral knowing which consists of moral awareness, knowing moral values, perspective-taking, moral reasoning, decision making, and self-knowledge; moral feeling or attitudes comprising conscience, self-respect, empathy, loving the good, self-control, and humility; and moral behavior including a person's competence, will, and habit. Those three good character facets are basically the objectives of character education itself which is to assist people develop their good characters.

Following the stated objective of education, character education then could be described as the deliberate effort to stimulate the development of moral values, virtue, and moral agency in youth, especially in educational institutions (Lickona, 1991). This is supported by Berkowitz & Hoppe (2009); Agboola & Tsai (2012), arguing that character education is as an attempt to reorganize schools to optimally foster the improvement of the pro-social and ethical motivations as well as students' competencies. Character education, therefore, is responsible for not only provide students an ability and understanding to judge what is right or wrong but also to take a moral step towards what they have judged and make it their daily habit and awareness.

Factors contributing to successful character education

Before talking about what contributes to successful character education, it must be borne in mind first that building good character is a long process and the result cannot be acquired in one night.

According to Berkowitz (2002), characters of an individual begin to develop at birth or even earlier and are affected by two essential factors: parenting (Berkowitz (2002); Berkowitz & Grych (1998); Fomby & Cherlin (2007) and the social interaction in life (Berkowitz, 2002; Smetana, 1999). From those two mentioned factors, parenting probably plays the most in the development of a person's character since the bond between parents and children are created even before the children are born (Berkowitz, 2002; Berkowitz & Grych, 1998) although later the characters development rate for each individual might be different due to complicated psychological aspects he/her has and other variable influences such as affection, consistency in parenting, the ability of parents to deal with children prompts and signals, modeling, shown respect by parents as well as how parents manage to have open discussion in family (Berkowitz, 2002).

Moreover, it is believed that an individual understands concepts of moral through their social interactions with peers and experiences (Berkowitz, 2002; Smetana, 1999). These two factors are mostly acquired in a social community in which they are involved such as schools and other educational institutions. At the early stage of schools, for instance, students start to learn about physical and psychological impairment, violation of rights, fair distribution, peer conflicts, object possession, rights, turn-taking, hurting, violence, mocking, name-calling, and unkindness as well as their experiences in self-control, criticism, self-esteem, and perspectives taking which are later believed to lead to their understanding of moral concepts and their ability to identify what is right and wrong. Therefore, understanding the process of character development is the first step of the success of character education program.

In addition to that, it should be noted that successful character education is also influenced by several factors. According to Agboola & Tsai (2012), in order to be successful, character education implementation should consider three fundamental factors which are the collaboration of parents, teachers, and stakeholders. Noprianto (2018), on the other hand, figures out that character education reinforcement program might be far to be successful if the teachers as the spearheads and other fundamental factors such as family, good leadership, the cohesiveness of school community members, best inputs, media, and government supports are not enhanced optimally.

Regarding this, Berkowitz (2002, p.58) proposes some rules schools should follow to effectively build students characters. First, schools should be the supportive places to learn social relationship including students to students' relationship and students-teachers (adults) relationship. It could not be argued that that children's character development is determined by how people treat them. Posters and proverbs usually

hung on school's walls and classroom, for instance, are certainly not that effective. The children both at home and school need to be given an understanding that what they are doing at those places is a life experience where they learn how to treat other respectfully by treating them respectfully. Second, building character should not only be burdened on the students' shoulder. In other words, it is not wise to demand only students to have good characters. Good characters should be the priority of all members of the school community. This means that the school should create a structure and clear program that support the character building at schools. The next point worth noting is that there is a need to combine what the students observe and watch with the clear advice of what is good or bad. Exhortation has two functions: to reinforce what the students learn from observing and being treated by people around them and to clarify the unclear messages of certain behaviors. Finally, the students need to be given a chance to practice how to be good in character. To do this, a school could provide activities which promote their autonomy and build their skills such as perspective-taking, critical thinking, conflict resolution and service activities such as charitable activities, and student self-governance.

From those explanations, it is obvious that character education can only be effectively achieved if the school community is able to commit to provide the school with a clear guidelines on how to instill values in students by creating a good school atmosphere and involving all parties including leaders, teachers, staff, students, parents and people in society to lead the values becomes a habit not only for students but for all school community members.

Roles and characters of an effective teacher in character education

It could not be argued that teacher is a protagonist actor and plays a pivotal role in guiding the students to have good characters. Therefore, the first thing a teacher should do is to have a comprehensive understanding of the concept of character education. By having a clear understanding, the teacher can help students know what the targeted values are, appreciate the importance of those values, and have the desire to have the values to be instilled in them, then to practice them in their daily activities. Secondly, having understood what character education is, the teacher could then design a comprehensive instructional program both explicitly and implicitly. The former instruction could include the explanation, giving advice, etc. while implicit teaching can be conducted through the process of modeling, cooperative learning and discipline as part of classroom activities (Lickona, 1997).

Further, in the classroom, a teacher should play not only the one who transfers knowledge but also the one who serves as other fundamental roles. Lickona (1997) argues that in order to be successful, a teacher should at least play seven roles in the classroom such as being a caregiver, a moral model and a moral mentor; creating a caring classroom community; emphasizing on moral discipline; creating a democratic classroom environment; incorporating values in teaching content; applying cooperative learning; and helping students do ethical reflection.

The notion of flipped EFL learning

Flipped learning has become the spotlight in education since Bergman & Sams (2012) firstly promoted it in their book. Although the concept is believed to be not particularly new in the teaching and learning process as there are other concepts which seem to be also popular such as the inverted class-room, blended learning, and or reversed instruction (Hao, 2016; Jiang et al., 2020; Hung, 2015). However, this flipped learning was claimed to be easier to employ and helps teachers to expand their learning activities range during the class. The time for lecturing can now be filled by other effective activities such as peer-to-peer teamwork, teacher-to-student mentoring, and cross-disciplinary engagement as the students already learn the material at home (Bergman & Sams, 2012; Roehl, Reddy, & Shannon, 2013)

According to Bergman & Sams (2012, p.5), flipped learning basically comes from a question: 'What if we prerecorded all of our lectures, students viewed the video as homework, and then we used the entire class period to help students with the concepts they don't understand?'. In other words, before teaching and learning process is conducted, the students are given the recorded material such as video recordings containing the concepts and the explanation about the material at home so that when the students and teacher meet in the classroom the next days, the students are expected to be 'ready'. In relation to technology use, G. Lee & Wallace (2018) argue that basically, flipped learning does not always have to do with technology. Teachers, if having difficulty in technology, could modify it using various types of material such as developed reading and worksheets provided by them and the students could learn the content outside the class time.

As time goes by, the support of using flipped learning is increasing since it is believed that this approach has more positive effects on the process of teaching both for the teacher and students (Bergman & Sams, 2012; Hao, 2016; Jiang et al., 2020; Hung, 2015; G. Lee & Wallace, 2018; Kong, 2014), more importantly on the students' learning performance (Akçayır & Akçayır, 2018). Bergman & Sams (2012), for instance, argue that this teaching methodology could cope some teaching problems such as time and space as this approach allows students not to always study in the classroom during the class time. They even could learn anytime and anywhere as long as they have the tools to access the material not to mention the individualized learning it could offer. In addition, they also claimed that flipped learning provides the students opportunities to be exposed with the target language through students' previews technology-integrated mechanism. Moreover, Kong (2014) emphasizes that this method can help students to develop their critical thinking skills and literacy competency. While Hung (2015) believes that flipped learning encourage the students to have better attitudes toward their study, G. Lee & Wallace (2018) are certain that this methodology brings positive effects on the process of teaching and learning although this is not in accordance with what Chen, Wang, Kinshuk, & Chen (2014) believe that there is little empirical proof how this approach promote students' learning particularly in EFL classroom.

However, apart from the benefit this approach could offer, some challenges seem to appear. As mentioned by Akçayır & Akçayır (2018), the most challenging in applying flipped learning is in relation to out-of-class activities such as students' readiness and time limitation in preparing the material.

In relation to the implementation of flipped learning on EFL classroom, some studies have been conducted such as (Angelini, 2016) (G. Lee & Wallace, 2018) (Hung, 2015) (Basal, 2015), (Hao, 2016) (Zainuddin, Habiburrahim, Muluk, & Keumala, 2019) (Kim, Park, Jang, & Nam, 2017), (Chen et al., 2014). However, those studies seem to figure out its effectiveness on EFL classroom while its relations with character education is yet to be investigated (Kayaknya Rif hahaha)

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