THE EFFECT OF E-LEARNING ON CHARACTER BUILDING: PROPOSITION FOR ORGANIZATIONAL BEHAVIOR COURSE

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Abstract: Phenomenon of character as well as human behavior becomes more attractive through education prosess within E-learning. Scholars have attempted to investigate various attitudes and behaviors of the students during learning processes. However, few scholars explore the character building of students who are taking a course of organizational behaviors, whereas the course containing behaviors shapes students character. Hence this study proposes the integrated learning process of human behavior in order to shape the character of the student, including the effect of integrated and simultaneous processes of education on character, and support of E-Learning on the character education and through delivering course of organizational behavior. Limitation and future research direction are discussed.

Keywords: E-Learning, character building, organizational behavior

PENGARUH *E-LEARNING* PADA PEMBENTUKAN KARAKTER: PREPOSISI UNTUK PEMBELAJARAN MATAKULIAH PERILAKU ORGANISASI

Abstrak: Fenomena karakter sebaga perilaku manusia kini menjadi lebih menarik melalui proses pendidikan dengan menggunakan *e-learning*. Para ilmuwan telah berusaha untuk meneliti berbagai macam sikap dan perilaku mahasiswa dalam proses pembelajaran. Namun, sedikit ilmuwan yang menyelidiki pembentukan karakter mahasiswa yang sedang mengambil matakuliah perilaku organisasi, padahal ia berisi perilaku yang membentuk karakter mahasiswa. Studi ini mengajukan proses pembelajaran terintegrasi tentang perilaku dalam rangka membentuk karakter mahasiswa termasuk efek dari proses pendidikan karakter yang terintegrasi dan berkelanjutan, serta dukungan *e-learning* pada pembelajaran karakter melalui pemberian matakuliah perilaku organisasi.

Keywords: E-Learning, pembentukan karakter, perilaku organisasi

INTRODUCTION

Character Building becomes a hot issue at the moment (Schreuder, 2011). Hence a lot of universities try to develop curriculum to enhance character to their students (Rosana, 2011; Zuchdi, Kuntoro, Kunprasetya and Marzuki, 2000; Astuti, Efianingrum and Sutarini, 2010; Murdiono, 2010). For example Character Building developed by Yogyakarta State University (YSU) integrated to its vision and applied systemically through "*tridharma*" includes education, research and dedication program to communities. Hence all of the academic actions are proposed to its vision enhancements. Character buildings are designed to be learned by the students through curricular, co-curricular and extra-curricular programs to build academic the univesity's culture. The curricular program of YSU include courses on character, pancasila, religion, basic natural science, basic culture and social science, and integrated to all courses provided (Zuchdi et al., 2000).

Empirically, scholars (Astuti et al., 2010; Murdiono, 2010) investigate the evaluation of the implementation of character

education integrated to courses related to character building. Reseachers try to develop character education more innovatively, creatively included in all courses. Hence, they suggest scholars to develop character educational model applied to all courses. Furthermore, high levels of education are suggested to develop learning practice by using an advanced approach such as an E-learning approach. Hence the requirement of World Class University is the ability to apply learning by the use of electronic mode and face to face (Wahab, 2011). E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process (Tavangarian, 2004).

Empirically, E-learnings are found to be able to increase performance achievement (Ruiz, Mintzer, dan Leipzig, 2006; Martens, Gulikersw, dan Bastiaens, 2004). Furthermore, Ladyshewsky (2004) found that e-learning method promoted academic achievement better than face to face learning. Accordingly innovation on the application of E-learning is predicted to be able to accelerate academic performance for the students.

Organizational behavior course provided to the students at 3rd grade encourages the students to think globally regarding phenomena of attitude and behavior on work (Hofstede, 1984; Desarbo & Grewal, 2008). Hence, students have to have unlimited global interactions to enrich their learning of global organizational behavior (Schank, 2002). Accordingly the integration of character education and genereal courses applied by E-learning expects to reach a university competitive advantage. Hence, learning processes have

to improve students' achievement such as better academic achievements, obedience on God orientation, honesty, responsibility, discipline, better work ethic, independence, able to build synergy with others, being critical, creative and innovative, visionary, kind and caring, sincere, justice, simplicity, nationalism, and international linkage building (Zuchdi et al, 2000).

However few studies explore learning model delivered through organizational behavior course as well as charcter education development. Therefore, this article suggests proposition of a significant effect of E-learning method on organizational behavior course to implement certain aspects of character building.

Literature Review and Propositions
Character Building

Building character through the process of education is an umbrella term to describe the teaching of student in a manner that will help them to develop moral, mannered, and others social acceptable behavior. Concepts that now and in the past have fallen under this term include social and emotional learning, moral reasoning, cognitive development, life skills education, health education, violence prevention, critical thinking, ethical reasoning, and conflict resolution and mediation. Many of these are now considered failing/unsuccessful programs i.e., religious education, moral education, and values clarification.

Today, there are dozens of character education programs in and vying for adoption by, schools and businesses. Some are commercial, some non-profit and many are uniquely devised by states, districts and schools, themselves. A common approach of these programs is to provide a list of

principles, pillars, values or virtues, which are memorized or around which themed activities are planned. It is commonly claimed that the values included in any particular list are universally recognized. However, there is no agreement among the competing programs on core values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, and respect) or even how many to list. There is also no common or standard means for assessing, implementing or evaluating programs (Hunter, 2000).

Character is one of those overarching concepts that learned through multidisciplinary arena. It is one of those overarching concept that is the subject of disciplines from philosophy to theology, from psychology to sociology, with many competing and conflicting theories. Character as it relates to character education is most often used to refer to how 'good' a person is - in other words, a person who exhibits personal qualities which fit those considered desirable by a society might be considered to have good character and developing such personal qualities is often then seen as a purpose of education. However, the various proponents of character education are far from agreement as to what good is or what qualities are desirable to develop. Hence, compounding this problem is that there is no scientific definition of character. Because such a concept blends personality and behavioral components, scientists have long since abandoned the use of the term character and, instead, use the term psychological motivators to measure the behavioral predispositions of individuals. With no clinically defined meaning, there is virtually no way to measure if an individual has a deficit of character, or if a school

program can improve it (Schaps, 2001).

Recently various terms are proposed by scholars. They list values proposed by character education programs. However it raises problem of having vague definitions making need and effectiveness equally problematic to measure. Character education movements begin from 1980s. The impetus and energy behind the return of a more didactic character education to American schools did not come from within the educational community. It has been fueled by desire from conservative and religious segments of the population for traditionally orderly schools where conformity to standards of behavior and good habits are stressed (Josephson, 1993). However, modern scientific approaches to the sciences of Social Psychology, Neuropsychology and Evolutionary Psychology have taken to be a new approach to the understanding of the human individual and social behavior (Buller, 2000; Young, 2007).

Personality and Social Psychology is a scientific method used by health professionals for researching personal and social motivators in and between the individual and society, as well as applying them to the problems people have in the context of society (Young, 2007). Personality and social psychologists study how people think about, influence, and relate to one another. By exploring forces within the person (such as traits, attitudes, and goals) as well as forces within the situation (such as social norms and incentives), they seek to provide insight into issues as wide-ranging as prejudice, romantic attraction, persuasion, friendship, helping, aggression, conformity, and group interaction.

Neuropsychology addresses how brain regions associated with emotional processing are involved in moral cognition by studying

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the biological mechanisms that underlie human choices and behavior (Young, 2007). Like social psychology, it seeks to determine, not how we should, but how we do behave - though neurologically. Other neurological research is documenting how much the unconscious mind is involved in decision making. These studies show that actions come from preconscious brain activity patterns and not from people consciously thinking about what they are going to do."

Evolutionary Psychology, a new science, emerged in the 1990s to focus on explaining human behavior (Buller, 2000). This science considers how the biological forces of genetics and neurotransmissions in the brain influence unconscious strategies and conscious and proposes that these features of biology have developed through evolution processes. In this view, the cognitive programs of the human brain are adaptations. They exist because this behavior in our ancestors enabled them to survive and reproduce these same traits in their descendants, thereby equipping us with solutions to problems that our ancestors faced during our species' evolutionary history. Ethical topics addressed include altruistic behaviors, deceptive or harmful behaviors, an innate sense of fairness or unfairness, feelings of kindness or love, self-sacrifice, feelings related to competitiveness and moral punishment or retribution, and moral cheating or hypocrisy.

However, a study of character education proposes issues and controversies. Scientific studies have found no evidence of effectiveness October 2010, the largest federal study yet found that schoolwide Character Education programs do not produce any improvements in students' behavior or academic performance. Previous and current research on the subject fails to find one peer-reviewed study demonstrating any scientifically validated need for or result from character education programs. It seems to be avidence that concept developed, applied, and evaluated regarding character education in a western context are significantly debatable and confusing. Western cultures refer to Hofstede (1984) tend to an individualistic characteristics, whereas eastern culture tend to be collectivistics. Accodingly conceptual building and empirical exploration on the eastern context become attractive.

It is expected in an eastern context that psychological and social point of views sough character building as a function of entire personal competencies including cognition, affection and psychomotor within social interaction such as family context, school and community environment. Rosana (2011) argues that there are various development aspects on characters, such as spiritual and emotional, intellectual, physical and kinesthetic, and affective and creativity development. Consistent with Lickona (1991), character education includes moral reasoning, moral feeling, and moral behavior. Hence Berkowitz (2010) define character education as morality includes moral judgment and moral behaviour which are prohibition-oriented morality and pro-social morality. Hence, Lickona (1991) suggests that character education be developed to educate student to be abe to decide what is right or wrong, concerning to the truth and act what they belief right. Whereas Zuchdi et al, (2000) propose character education based on local wisdom. It is aimed to generate student, lecturer, and administration staff to have positive characters such as honesty, responsibelity, discipline and think globally. Hence, proposition regarding previous discussion is:

Proposition 1: Integrated and simultaneous processes of education have an effect on character building

E-Learning

Electronic learning system as well as electronic learning or e-learning is a new way to deliver learning process (Tavangarian, 2004). E-learning services have evolved since computers were first used in education. There is a trend to move towards blended learning services, where computer-based activities are integrated with practical or classroom-based situations. Hence, Bates and Poole (2003) suggest that different types or forms of e-learning can be considered as a continuum, from no e-learning, i.e. no use of computers and or the internet for teaching and learning, through classroom aids, such as making classroom lecture powerpoint slides available to students through a course web site or learning management system, to laptop programs, where students are required to bring laptops to class and use them as part of a face-to-face class, to hybrid learning, where classroom time is reduced but not eliminated, with more time devoted to online learning, through to fully online learning, which is a form of distance education.

In the Bates and Poole continuum (Bates and Poole, 2003), 'blended learning' can cover classroom aids, laptops and hybrid learning, while 'distributed learning' can incorporate either hybrid or fully online learning. It can be seen then that e-learning can describe a wide range of applications, and it is often by no means clear even in peer reviewed research publications in which form of e-learning is being discussed (Lowenthal, Wilson, & Parrish 2009). However, Bates and Poole (2003) argue that when instructors say they are using e-learning, this most

often refers to the use of technology as classroom aids, although over time, there has been a gradual increase in fully online learning. Approaches to e-learning services include computer-based learning (CBL), Computer-based training (CBT), Computer-supported collaborative learning (CSCL), Technology-enhanced learning (TEL) and Virtual Learning Environment (VLE).

CBL refers to the use of computers as a key component of the educational environment. While this can refer to the use of computers in a classroom, the term more broadly refers to a structured environment in which computers are used for teaching purposes including in higher education. The types of computer are changed over the years and this minimalization of technology devices will continue (Whyte, 1989). CBT typically presents content in a linear fashion, much like reading an online book or manual. For this reason they are often used to teach static processes, such as using software or completing mathematical equations. The term Computer-Based Training is often used interchangeably with Web-based training (WBT). CBTs provide learning stimulus beyond traditional learning methodology from textbook, manual, or classroom-based instruction. For example, CBTs offer user-friendly solutions for satisfying continuing education requirements. Instead of limiting students to attending courses or reading printed manuals, students are able to acquire knowledge and skills through methods that are much more conducive to individual learning preferences. CBTs can be a good alternative to printed learning materials since rich media, including videos or animations, can easily be embedded to enhance the learning. Another advantage to CBTs are that they can be easily distributed to a wide

audience at a relatively low cost once the initial development is completed. Many learning organizations are beginning to use smaller CBT/WBT activities as part of a broader online learning program which may include online discussion or other interactive elements.

CSCL is one of the most promising innovations to improve teaching and learning with the help of modern information and communication technology. Collaborative or group learning are used to apply CSCL. It is widely agreed to distinguish collaborative learning from the traditional 'direct transfer' model in which the instructor is assumed to be the distributor of knowledge and skills. Hence, information about motivational tendencies can help educators, psychologists, and technologists develop insights to help students perform better academically (Whyte and Lauridsen, 1980)

TEL has the goal to provide socio-technical innovations and also improving efficiency and cost effectiveness for e-learning practices, regarding individuals and organizations, independent of time, place and pace. TEL applies to the support of any learning activity through technology such as learning technology, instructional technology, and educational technology. In higher education especially, the increasing tendency is to create a Virtual Learning Environment (VLE) which is sometimes combined with a Management Information System to create a Managed Learning Environment.

A growing number of physical universities, as well as newer online-only colleges, have begun to offer a select set of academic degree and certificate programs via the internet at a wide range of levels and in a wide range of disciplines. While some programs require students to attend some campus classes or orientations, many are delivered completely online. In addition, several universities offer online student support services, such as online advising and registration, e-counseling, online textbook purchase, student governments and student newspapers. E-learning can also refer to educational web sites such as those offering learning scenarios, worksheets and interactive exercises for children. The term is also used extensively in the business sector where it generally refers to cost-effective online training. However, E-learning has implications beyond just the technology and refers to the actual learning that takes place using these systems. E-learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face-to-face teaching, in which case the term blended learning is commonly used (Diecker, Lane, O'Brien, and Kyger, 2009). E-learning should be interpreted to mean exciting, energetic, enthusiastic, emotional, extended, excellent, and educational in addition to electronic that is a traditional national interpretation. This broader interpretation allows for 21st century applications and brings learning and media psychology into the equation. For example recent trend in the E-learning sector is screencasting that allows the users to create screencasts directly from their browser and make the video available online so that the viewers can stream the video directly. Diecker, Lane, O'Brien, and Kyger (2009) suggest that creating a systematic video development method holds promise for creating video models that positively impact student learning.

Further communication technologies are generally categorized as asynchronous

or synchronous. Asynchronous activities use technologies such as blogs, wikis, and discussion boards. The idea here is that participants may engage in the exchange of ideas or information without the dependency of other participant involvement at the same time. Electronic mail (e-mail) is also asynchronous in that mail can be sent or received without having both the participants' involvement at the same time. Asynchronous learning also gives students the ability to work at their own pace. This is particularly beneficial for students who have health problems. They have the opportunity to complete their work in a low stress environment. Synchronous activities are used to exchange ideas and information with one or more participants during the same period of time. A face to face discussion is an example of synchronous communications. In an e-learning environment, an example of synchronous communications would be a skype conversation or a chat room where everyone is online and working collaborativelly at the same time. Synchronous activities occur with all participants joining in at once, as with an online chat session or a virtual classroom or meeting. Virtual classrooms and meetings can often use a mix of communication technologies. Participants in a virtual classroom use icons called emoticons to communicate feelings and responses to questions or statements. Students are able to 'write on the board' and even share their desktop, when given rights by the teacher. Other communication technologies available in a virtual classroom include text notes, microphone rights, and breakout sessions. Breakout sessions allow the participants to work collaboratively in a small group setting to accomplish a task as well as allow the teacher to have private conversations with his or her students.

The virtual classroom also provides the opportunity for students to receive direct instruction from a qualified teacher in an interactive environment. Students have direct and immediate access to their instructor for instant feedback and direction. The virtual classroom also provides a structured schedule of classes, which can be helpful for students who may find the freedom of asynchronous learning to be overwhelming. The virtual classroom also provides a social learning environment that closely replicates the traditional brick and mortar classroom. Most virtual classroom applications provide a recording feature. Each class is recorded and stored on a server, which allows for instant playback of any class over the course of the school year. This can be extremely useful for students to review material and concepts for an upcoming exam. This also provides students with the opportunity to watch any class that they may have missed, so that they never have to fall behind. It also gives parents the ability to monitor any classroom to insure that they are satisfied with the education their child is receiving.

In asynchronous online courses, students proceed at their own-pace. If they need to listen to a lecture a second time, or think about a question for awhile, they may do so without fearing that they will hold back the rest of the class. Through online courses, students can earn their diplomas more quickly, or repeat failed courses without the embarrassment of being in a class with younger students. Students also have access to an incredible variety of enrichment courses in online learning, and can participate in college courses, internships, sports, or work and still graduate with their class. Hence, e-learning approaches are suggested able

to increase learning efectiveness and reduce psychological burden of student that in turn predicted to increase learning achievements. Accordingly this study proposes:

Proposition 2: Character educations become more effective through e-learning.

Organizational Behavior Course

Course of organizational behavior provides learning of individual level behavior and attitude, groups and organizational level, and its effect to performance. Organizational behaviors as well as organizational studies are sometimes known as organizational science, which encompass the systematic study and careful application of knowledge about how people act within organizations. Organizational studies sometimes are considered a sister field for, or overarching designation that includes industrial and organizational psychology, organizational behavior, human resources, and management. However, there is no universally accepted classification system for such subfields.

Organizational behaviour is a growing field. Organizational studies departments generally form part of business schools, although many universities also have industrial psychology and industrial economics programs. Organizational behaviour is becoming more important in the global economy as people with diverse backgrounds and cultural values must work together effectively and efficiently. During the last 20 years, organizational behavior study and practice has developed and expanded through creating integrations with other domains of anthropology, leadership, ethics and aesthetics (Taylor, & Hansen, 2005; Strati, 1999).

Organizational studies encompass the study of organizations from multiple-viewpoints, methods, and levels of analysis such as modern, symbolic, and postmodern perspectives. However there is some controversy over the ethics of controlling workers' behavior, as well as the manner in which workers are treated. As such, organizational behavior has at times been accused of being the scientific tool of the powerful. OB can play a major role in organizational development, enhancing organizational performance, as well as individual and group performance/satisfaction/commitment (Simms, Price, and Ervin, 1994; Jablin, Fredric and Putnam, 2000).

Robbin and Judge (2007) the most popular OB scholars propose an OB as a filed of study that investigates the impact that individual, groups and structure have on behavior within organizations, fot the purpose of applying such knowledge toward improving an organization's effectiveness. OB is concerned with the study of what people do in an organization and how their behavior affects the organization's performance. It emphasizes behavior as related to concern such as jobs, work, asenteeism, employment turnover, productivity, human performance, and management. Heath and Sitkin, (2001) sought that.the core topics on OB includes motivation, leader behavior and power, interpersonal communication, group structure and processes, learning, attitude, development and perception, change processes, conflict, work design, and work stress. OB is a term hence related to the study of individual and group dynamics in an organizational setting, as well as the nature of the organizations themselves. Subject of organizational studies attepts to understand and model to the various individuals' factors. This subject is becoming more important

as people with diverse backgrounds and cultural values have to work together effectively and efficiently.

Organizational behavior education in practice was developed as a teaching methodology requiring students to be experientially involved in their learning process at a small, private university (Gundlach, and Zivnuska, 2010). This technique then be sough as Practical Organizational Behavior Education (PROBE). PROBE was a reaction to criticism that business school curriculums were overly theoretical and that practical learning experiences would better prepare students for their future careers. Not surprisingly, these criticisms have held true. In response, many business schools are re-designing their curriculums to focus on more action-oriented, real world learning than ever before.

Regarding to Gundlach, and Zivnuska (2010), PROBE was developed with the intent of bringing a more practical, real-world learning experience to undergraduate students in organizational behavior courses. PROBE combines an experiential approach with a student-centered (self-directed) methodology that allows students of all cultures and backgrounds to create theory from their experience. More than just an assignment, PROBE is an over-arching pedagogical methodology that provides students with experiential educational opportunities which supplement, or even replace, a traditional lecture and textbook approach. Therefore, although it was originally designed to replace traditional course delivery methods in organizational behavior courses, PROBE is a very flexible model that can be adapted to the needs of different instructors in variety of disciplines.

Further study from Berger (2001) has successfully investigated the OB in the higher education. This behavior is suggested to have effect on student learning behavior. He first refers the term of OB to the action of organizational members such as faculty, administrators, and staff at college or university. Scolars specify OB in campus into five dimensions included bureaucratic, collegial, political, symbolic and systemic. It is found that different culture in campus has various effect on member's behaviors (Berger and Molem, 2000; Berger, 2001). For example bureaucratic behavior effect differently on student such as negative effect on student persistence, positive effect on retention rates, positively related to student satisfaction and may cause for student on de-personalizes the college experience. Whereas higher collegial may effect positively on student satisfaction and persistence, provides more care and humanistic environment for student. However highly politicize campus environment effects negatively on student satisfaction, and may lead to decrease student persistence. Symbolic behavior has an effect on student persistence, share meaning among student with regard to institution value and expectation. Systemic aspects have an effect to student persistence and positive retention on students. However organizational members of university describe the nature of behavior on campus in a passimonious, yet comprehensive manner. They exhibit behavior to some extent which has a certain degree of fit with the campus environment. However few studies investigate the nature of behavior in campus. Hence phenomenon of student behavior influenced by behavior in campus is rare. There is a small body of literature that provides direct and indirect empirical evidence regarding the effect of behavior on student.

Accordingly this study proposes:

Proposition 3: Organizational behavior delivers courses related to individual, group and organizational level attitude and behavior as well as character education

Although such voices have diminished in management education during the period of our review, online courses and programs are not without critics. Ironically, there is little research exploring what is lost in moving to an online learning setting. However at the first decade of the 21st century become an explosion of research on online learning in management. During the past 10–15 years, research on management education has progressed from reports of possible uses of online technologies and narratives of instructors' initial experiences with online teaching to multi-course studies of increasing conceptual and methodological rigor. The concept of blended learning is receiving increasing attention among education scholars (Arbaugh, Desai, Rau and Sridhar, 2010). A blended learning environment has been something of a challenge. Consensus is beginning to emerge around the concepts that a blended course integrates online learning with traditional face-to-face class activities.

Studies of blended learning actually have been taking place for some time. Online elements or exercises found positively associate with course outcomes, blended courses have fared well in studies comparing them with classroom and online courses, and blending in management education increase confidence in working in virtual project teams, increase learner control of the educational experience and enhanced dialog skill development (Arbaugh, et al, 2010). However, although most 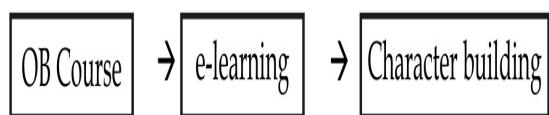of the studies published to date use a discipline as a research setting instead of a research question, the results, nonetheless, yield interesting conclusions regarding online teaching and learning of management and those who study it. Studies of behaviors in e-learning OB courses have considered characteristics such as learning goal orientation, peer vs instructor influence, and instructor leadership behaviors.

Scholar has attempted to investigate the role of media in OB course (Kernodle, 2009). It is suggested that optional methods to deliver courses convey an instructure to choose higher effective method. Hence, scholars found that e-learning OB courses affect the student to have more control and required them to take more control of their learning relative to classroom instruction. Arbaugh, et al (2010) and Bigelow's (1999) argues that team perceptions and behaviors become another discipline-related stream of research involving OB courses.

It suggested that online learning environment has increased student confidence about working in virtual teams, whereas familiarity and comfort level with using the technology of students increased over the duration of the course, resulting in course discussions of increasing complexity and quality as the course progressed, and group cohesiveness and trust appear to influence student perceptions of their groups and the groups' learning outcomes. Studies of online OB found an effect to student performance relative to classroom-based courses at semester grade point average (GPA) (Nemanich, Banks, Vera, 2009). Hence it is predicted that online learning certainly can be an effective medium for the delivery of management education, particularly relative to other business disciplines (Arbaugh, Godfrey, Johnson, Leisen Pollack, Niendorf,

& Wresch, 2009, Arbaugh, et al (2010). Accordingly with emerging interest in discipline-specific approaches to both management education (Burke and Moore, 2003) and online education (Hornik, Sanders, Li, Moskal, & Dziuban, 2008; Smith, Heindel, & Torres-Ayala, 2008), Arbaugh, et al (2010) suggests that the impact of online learning on the development of student ethics should be investigated further as abundant opportunities for future research. Accordingly this study proposes:

Proposition 4: E-Learning endorses a better achievement of organizational behavior course that in turn performs character building

Research framework

DISCUSSION

This study suggests propositions on empirical evidences of both effects of e-learning and organizational behavior course on character education. It is suggested that by using a better method of education such as e-learning, processes of character building becomes more effective and efficient. E-learning motivates students better through an interactive technological use of learning. Hence, interaction of students during learning process with the content of course, other students and their teachers become internal motive phenomenon. Whereas support from others, such as teachers and other students, are suggested to increased their learning achievements. Accordingly combination between face to face interaction and on-line learning on the character education are able to change students' charaters. However

building a character is not a simple as a process of learning.

Character building is a continuous and simultaneous approach that involves both formal and no-formal education environments, such as school and home. There are at least three compelling reasons why all schools should be engaged in character education (Licona, 1996). The first is that we need good character to be fully human, strength of mind, heart and will (qualities such as good judgement, honesty, empathy, caring, persistence, self-discipline and moral courage) to be capable of work and love, two of the hallmarks of human maturity. A second reason for character education is that schools are better places (certainly more conducive to teaching and learning) when they are civil and caring human communities that promulgate, teach, celebrate and hold students and staff accountable to the values on which good character is based. A third reason for character education is that it is essential to the task of building a moral society.

It is painfully clear that societies around the world suffer severe social and moral problems: the breakdown of the family, physical and sexual abuse of children, mounting violence, growing materialism, increasing dishonesty, the deterioration of civility in everyday life, drug and alcohol abuse, a rising tide of sleaze in the media, a plague of problems (such as teen pregnancy, out-of-wedlock births, sexually transmitted disease, marital infidelity, and the destructive psychological consequences of sex without commitment) stemming from the breakdown of sexual morality and the loss of respect for human life represented by widespread abortion at one end of the developmental continuum and euthanasia

at the other. However processes of character internalization have to begin at child. Hence family role become the most important to provide a basic understanding and habit on character that in turn the basic value of life is depend on parent educations as well as many character education programs encourage or require parental participation (Berkowitz & Bier, 2004).

Integration of character education at school and at home conveys scholars to provide basic principles to educate and culturation a good character. Basic principles of character education included (Licona, 1996) (1) Character education have to promotes core ethical values as the basis of good character, (2) Character must be comprehensively defined to include thinking, feeling and behavior, (3) effective character education requires an intentional, proactive and comprehensive approach that promotes the core values in all phases of school life, (4) the school must be a caring community, (5) to develop character, students need opportunities for moral action, (6) effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed, (7) character education should strive to develop students' intrinsic motivation, (8) the school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students, (9) character education requires moral leadership from both staff and students, (10) the school must recruit parents and community members as full partners in the character-building effort and (11) evaluation of character education should assess the character of the school, the school staffs functioning as character

educators and extent to which students manifest good character. Hence character education at home being the best school system ever devised (Ganiere, Howell, and Osguthorpe, 2007).

As such, the parents become teachers and must have character in order to train their children in character development. The responsibility of parents includes training children by word or action. Parents' influence through word and deed provides a child's first encounters with education and the object-lessons of the most effective character. Hence, there are teachers at home, and in every part of the home (Ganiere, et al, 2007). However, this study does not pay attention on the support of family on the integration of character education at higher education. Hence further investigation becomes attractive.

There are several e-learning approaches to deliver course. However, this study does not provide further detailed mechanism of e-learning methods on building the character of the students through delivering organizational behavior. E-learning approaches included computer-based learning (CBL), computer-based training (CBT), computer-supported collaborative learning (CSCL), technology-enhanced learning (TEL) and virtual learning environment (VLE). Accordingly, this study missed to provide certain method of e-learning to investigate the effect of OB course on character education. Hence, it is suggested to investigate certain method of e-learning to provide deeper understanding of using e-learning to have an effective way to achieve better character education. It is expected that specific topic on OB course have different method of e-learning application to have better character education. Hence It is suggested to investigate a learning process

of certain chapter containing individual and group baheviors and attitudes through e-learning to shape certain character of the student such as honesty, responsibility, discipline, creativity and innovativness, and so on. Different learning aid availability is considered to choose different method of e-learning. Hence instucture have to pay attention on the different goal of OB learning and the limitation of learning aids to deliver OB course method to have better character education process.

CONCLUSION

This article proposes the effect of using e-learning on the organizational behavior course, on character education. Concept of character building, e-learning, course of organizational behavior are explained to build an integrated understanding of construct proposed. This study firstly suggests that integrated and simultaneous processes of education have an effect on character building. Then character educations are suggested become more effective through e-learning. Further propositions suggested that organizational behavior delivers courses related to individual, group and organizational level attitude and behavior as well as character education, and finally last proposition suggested that E-Learning endorses a better achievement of organizational behavior course that in turn performs character building.

It is suggested that better techniques on delivering OB course, student may have a better and deeper understanding on the content of OB course as well as character needed, to develop everyone who want to achieve better job performance. Whereas using e-learning, suggested to have better improvement on student satisfaction and overall processes of learning. Hence, OB is an effective course to increase student character at a higher education. Whereas character education can be accelerated by using e-learning on delivering OB course.

ACKNOWLEDGEMENTS

REFFERENCE

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