

9. Teaching Business Ethics through School Cooperatives

International Journal of Advanced Science and Technology

by Rizali Hadi

Submission date: 26-Jun-2020 02:50PM (UTC+0700)

Submission ID: 1349910229

File name: ves_International_Journal_of_Advanced_Science_and_Technology.pdf (512.41K)

Word count: 5077

Character count: 28259

Teaching Business Ethics through School Cooperatives

Rizali Hadi

Universitas Lambung Mangkurat (Unlam),

Jl. Brigjen H. Hasan Basri, P. O. Box 219, Banjarmasin 70123, South
Kalimantan, Indonesia
rizalihadi15@gmail.com.

Abstract

In the present day, a lot is being reported on the degraded nature of business values. Reports continue to show that Indonesia is faced with moral dilemma in regard to doing business. This has led to the desire to improve the country's business climate. Because of this, schools are required to participate actively in instilling good values or character in their students. Business ethics is an important component in the teaching of entrepreneurship. Practical business ethics in a vocational school can be taught through a cooperative. Ethics in business lead to customer trust. The research was conducted in State Vocational Secondary School 2 (SMKN 2) in Banjarmasin, Indonesia employing experimental method that involved control group with treatment and observed results. In line with topic, this paper presents findings on the importance of a school cooperative in teaching business ethics in a real life situation. The paper promotes the use of cooperatives as a way to teach good business values in the present Indonesia.

Keywords: Business ethics, entrepreneurship, school cooperative, trust, , and values education

1. Introduction

Business ethics has become a crucial issue in today's news reports. The violations range from minor to major business offences which lead to fraud. Such events occur because there are individuals who wish to get rich quickly. This approach is referred to as a "frog style approach to getting rich" which is surprisingly deemed "appropriate" by some elements of people in society (Soewardi, 1999). Mahatma Gandhi proposed "seven deadly social sins", namely: (1) wealth without work, (2) pleasure without conscience, (3) knowledge without a humanitarian mind, (4) knowledge without character, (5) politics without principles, (6) business without morals, and (7) worship without sacrifice (Sudarsono, 2009: 227). Further, Ketut Rindjin (2004: 70) suggests that business people should manage their businesses based on good business values.

In 1974 the government advocated for the establishment of cooperatives in schools. This advocacy was strengthened by the issuance of a joint decree by the Ministries of Transmigration and Cooperation with that of Education and Culture. According to the decree, school cooperatives referred to cooperatives established in elementary schools, junior highs, high schools, and religious schools (madrasah and pesantren).

Today government has seriously embarked on the drive to implement character education in schools through 2013 curriculum. In the process to implement character education, business ethics should be taken seriously. The students should be introduced to business ethics at an earlier stage. School cooperatives are the most appropriate places for teaching and learning of business values and norms. Therefore, cooperatives have to be nurtured as a medium for teaching business ethics.

The author aimed to answer, (a) why do people in business tend to ignore ethics? (b) Are the economic related courses like entrepreneurship lacking in regard to issues of ethics? (c) Is the business ethics course taught limited in content such that it is not able to

build students character in business? Based on these questions, this paper aimed to establish an appropriate media in the teaching of business ethics at schools, especially about trust, which is one of the functions of business ethics.

2. THEORETICAL REVIEW

1.1 School Cooperatives

Indonesia's policy on cooperatives is rooted in 1945 constitution. Article 33(1) of the constitution states that the economy should be developed as though one family. The 1992 constitutional act on cooperatives regulates the way they should operate, including school cooperatives. The administrators and managers of cooperatives are students guided by the principal and teachers, ultimately teachers of economics and cooperatives subject. Responsibilities for the external affairs of school cooperatives are held by the principal. The guidance is conducted in coordination with the Office of State Ministry of Cooperatives and Small/Medium Enterprises and Department of National Education. School cooperatives are not legal entities because students in general have not been of legal age; however, the cooperative status is as a registered cooperative and it still gains acknowledgment as a cooperative. School cooperatives are expected to be the medium for students to learn to do small business and develop organizational abilities and entrepreneurship.

The founding of School Cooperatives is based on the following considerations: (a) To support the government's efforts in developing cooperatives through school education programs; (b) To cultivate awareness of cooperatives among students; (c) To cultivate a sense of responsibility, discipline, solidarity, and cooperative spirit; (d) To teach cooperative skills to be practiced in the society; and (e) To meet students' needs of goods both inside and outside the school. Here, the consideration of teaching business ethics to students is not explicitly mentioned. Meanwhile, the role of School Cooperatives or Student Cooperatives in cultivating a sense of responsibility, discipline, and solidarity is the reflection of business ethics. School cooperatives also aim to improve the prosperity of members specifically and the society in general and to participate in developing the national economic order in an attempt of realizing a just and prosper society. The establishment of school cooperatives among students is expected to support students' education and train their abilities in organizing cooperatives.

1.2 Education and Value Education

In the Law no. 20 of 2003, it is explained that education aims to develop abilities and shape character. Developing abilities includes knowledge mastery, whereas character shaping constitutes value internalization. The potentials in students are developed in order for them to be more human, faithful and pious to their Creator; who requires us to possess good morals and be of noble character. In relation to the constitution which advocates for a healthy, knowledgeable, competent, creative, independent; democratic and responsible citizens.

Education is an attempt of helping one to achieve independence and mental maturity so that s/he can be able to earn a living for survival in life. Mature mentality is one endowed with values. Education affects the journey to maturity, because it makes people become wiser and more responsible. Education renders students independent and mentally mature. It is also an activity of serving others in exploring the whole potentials in them so that their humanity develops and they will be able to develop their potentials in their lives (to be intelligent and competitive humans).

According to Hummel (1997) as cited in UyohSadulloh (2007: 80), the aim of education is based on three values, namely autonomy, equity, and survival. Autonomy means education which is tool to awareness raising, knowledge development, and maximising abilities of individuals and groups in order to live independently and collectively for a better life. Equity means that the goal of education is to provide opportunities to the whole society members in order to participate in a cultural and

economic life by providing equal primary education. Meanwhile, survival means that education will guarantee cultural inheritance from one generation to the next.

Megawangi (2004: 2) quotes the saying of the former president of the United States of America, Theodore Roosevelt, which states that "to educate a person in mind and not in morals is to educate a menace to society", which shows the importance of moral or character education imbued with many values. Hence, it becomes more clear that education will certainly also talk about moral, character, and culture. Doing business or entrepreneurship is also inseparable from the issues of moral, character, and culture. More specifically, the issues related to moral, character and culture in business is familiarly known as ethics that has to be upheld, namely Business Ethics.

1.3 Ethics and Business Ethics

Etymologically, ethics and moral have the same meaning, namely custom. The word ethics comes from the ancient Greek, "ethos" and "ta ether" in plural form, while the word moral originates from the Latin word "mos" and its plural is "mores". Therefore, ethics and moral are often interchangeably or simultaneously used. Ethics is divided into descriptive ethics or experience of moral motivation; normative ethics, which discusses the reasons behind human actions; and metaethics, which is concerned with ways of thinking to justify ethics statement. Ethics is moral thought, namely it concerns with what to do and what not to do. Ethics reflects one's good and bad behavior. It is a branch of philosophy that studies ideas about what constitute good and bad behavior; thus, ethics is frequently called practical philosophy. Good or bad behavior in business has points of view that are sometimes different (Bartus, 2007: 4-5).

7 In ethics studies, there are General Ethics and Special Ethics. Special Ethics includes Individual Ethics, Social Ethics, and Environmental Ethics. Social Ethics comprises of attitudes towards others, Family Ethics, Gender Ethics, Professional Ethics, Political Ethics, and Critique of the Ideology. Professional Ethics develops into Biomedical ethics, Business Ethics, Legal Ethics, Scientific Ethics, Educational Ethics, and the like (Sonny Keraf, 2010: 34). Business ethics has the functions of: (1) Autonomy; (2) Honesty; (3) Not doing evil, but goodness or justice; (4) Mutual benefit; and (5) Integrity (Rinjin, 2004: 74-79).

The function of autonomy desires that business ethics must exist in one's self. The desire to do good emerges by itself without having to be asked or commanded by others. The function of honesty recommends one to do right sincerely. The function of justice is to do good and not doing any evil conduct, what is more having the intention to deceive, which should not be done in business. Business will prosper for a long time or forever if its operations always uphold the principles of mutual benefit. Integrity or commitment is being determined and compliant to promises or partnership agreement in business. This research is inclined to discuss business ethics from micro perspective because it only pertains to one value, namely honesty, which is the essence of business ethics.

Then, the question of whether ethics is needed in business arises. Indeed, Richard T de George one mentioned the myth of amoral business, which depicts how the job of businessmen is to do business and not to practice ethics; business has no relation to moral, both of them are separated in two different fields (Keraf, 1998). Nevertheless, almost everyone will respond that in business, ethics is needed, because ethics keeps others from getting disadvantaged, feeling deceived, and the like. It is also ethics that maintains a company to operate for a long term.

1.4 Values

Lorens Bagus (2002) in his book titled Dictionary of Philosophy defines value as follows: In Latin, the word value is valere (to be useful, to be able, to be powerful, to prevail, to be strong); In terms of dignity, value is the quality of a thing that makes it likable, desired, useful, or become an object of interest; From the perspective of privilege, value is what to be respected, highly-rated, or appreciated as a good deed. The opposite of a positive value is negative value or "invaluable"; and from economic perspective, value

pertains to utility and exchange value of tangible objects, in which for the first time the word “value” is used in general.

Values in business ethics, according to its principles, highly uphold honesty because honesty will keep someone from all negative deeds. In sum, value can be defined as something good and has to be selected to complete human identity in order to be reliable and useful. This conclusion of value definition is oriented and related to the value of honesty, for honesty should be human’s choice in every aspect of her/his life. In entrepreneurship, business ethics should be upheld as well. The essence of business ethics is honesty, which should necessarily be an identity in order to be trustworthy and useful.

1.5 Honesty

Concerning honesty in business, Alma says that there has been a misconception in how society does business, namely being dishonest in doing business; therefore, business will not progress. Alma quotes Zimmerer’s statement, “one of the most common misconceptions about business is the contradiction between ethics and profit”. People are still in debate over the opinion whether honesty will bring profit and that the ideas of honesty and dishonesty should not be involved in business (Alma, 2009: 242). On the other hand, the Center for Curriculum of Ministry of National Education has identified values in entrepreneurship or business, and one of them is honesty. Honesty value is one of the most important values to be had by businessmen.

Table 1 Values in Entrepreneurship

No	VALUE	DESCRIPTION
1	Independent	An attitude and behavior of not easily getting dependent upon others in completing the tasks.
2	Creative	Thinking and doing something to produce different products/services from the existing resources
3	Risk-taking	One’s ability to like a challenging job and has the brevity and ability to take risk in the job.
4	Action-oriented	Taking initiative to act instead of waiting before an undesirable incident takes place
5	Leadership	One’s attitude and behavior that is always open to suggestions and critiques and easy to socialize, cooperate with, and direct others
6	Hard work	A behavior that shows serious efforts in completing a task and solving various obstacles
7	Honesty	A behavior based on the attempts of making oneself always trustworthy in one’s words, actions, and work.
8	Discipline	An action showing orderly behavior and obedience to various rules and regulations
9	Innovative	The ability to apply creativity in an attempt of solving problems and improving as well as enriching life
10	Responsible	One’s attitude and behavior that is willing and able to do one’s task and obligation
11	Cooperative	A behavior that is based on the effort of making oneself able to build relationship with others in doing actions and work
12	Unyielding (tenacious)	One’s attitude and behavior of not giving up easily in order to meet a certain goal with various alternative means
13	Commitment	An agreement over something made by someone, both with oneself and others
14	Realistic	The ability to use facts/reality as rational foundations of thoughts in each decision making and action/deed
15	Curiosity	An attitude and action of always trying to know in-depth and in-breadth what is being learned, seen, and heard
16	Communicative	An action showing pleasure in talking, socializing, and cooperating with others

17	Strong motivation to success	An attitude and action of always looking for the best solution
----	------------------------------	--

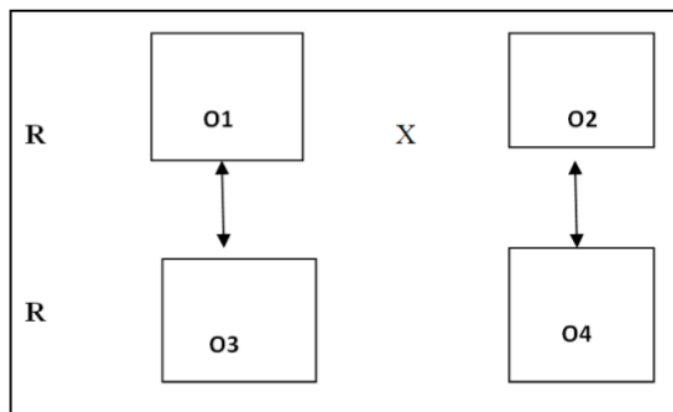
Source: Department of National Education (2010: 10-11)

As defined in the table above, honesty is a behavior based on the efforts of continuously making oneself trustworthy in words, action, and job. Unfortunately, the phenomena that prevail in the society nowadays are not in line with the goals of entrepreneurship education, namely: (1) Violation of business ethics is frequently done by traders or entrepreneurs, indicating a decline in honesty values in them; (b) In general, entrepreneurs work less professionally, thwarting the development of Indonesian economy; and (c) Schools have not focused on internalizing honesty values to students.

3. METHODOLOGY

The research was conducted in State Vocational Secondary School 2 (SMKN 2) in Banjarmasin, employing experimental method that involved control group with treatment and observed results. It observed students' change of attitudes after receiving supplementary knowledge on business ethics in the subject of entrepreneurship, followed by observing the change in attitudes during their practicum in the School Cooperative of "Kopsis (Student Cooperative) Bina Siswa" using observation sheet.

The stages of the research were designed starting from preliminary research, followed by inserting two kinds of lesson plans, one made without the supplement of business ethics and the other with the supplement of business ethics, ultimately concerning honesty values. This experiment method was designed with control group and experimental group (pretest-posttest control group design), such as described by Sugiyono below:



R = Random determination of class O = Observation X= Treatment

Figure 1 Pretest-Posttest experiment design

SMKN 2 Banjarmasin has five departments, namely (1) Social Work Department, (2) Multimedia Department, (3) Broadcasting Department (4) Animation Department, and (5) Computer and Network Engineering Department. Selected purposively and with quasi considerations were Social Work Department as the control class and Computer and Network Engineering Department as the experimental class.

The teaching and learning process in this research employed two kinds of lesson plans, consisting of three lesson plans, by selecting the subject of entrepreneurship. The selection of this entrepreneurship subject was based on the consideration that this subject

was highly related to business ethics. It was also by quasi means that the classes under research were divided into two, namely control and experimental classes. In the control class, teaching and learning process was conducted as usual, namely without the supplements of honesty values. In the experimental class, the teaching and learning process used three lesson plans with Honesty Values Supplements (HVS). After teaching and learning with Lesson Plan I, students who were made as sample (control class) were assigned with practicum in the School Cooperative to be observed (O1). The selection of students who would do the practicum in the School Cooperative was done based on the results of their quiz with the grade categories of good, moderate, and poor. Then, the teaching and learning with Lesson Plan II was conducted, but students were not assigned with practicum in the cooperative. This was followed by the teaching and learning using Lesson Plan III and assignment for practicum in the cooperative as well as observation (O2). Students who were made the sample in the experimental group were treated similarly, namely by O3 and O4.

From this research design, the results of observations were compared between before the treatment and after the treatment. Observation of honesty values in accordance with business ethics compared:

- Honesty values in the control class as the observation results during the practicum in the School Cooperative after the implementation of teaching and learning using Lesson Plans I and III
- Honesty values in the experimental class as the observation results of practicum in the School Cooperative after the implementations of Lesson Plans I and III
- Honesty values of the control class and the experimental class as observation results of practicum in the School Cooperative after the implementation of Lesson Plans I and III.

Acting as the observers for the practicum in the School Cooperative were Supervising Teachers and Permanent Staffs/employees of the School Cooperative “Kopsis Bina Siswa” who were previously given instructions on how to use the observation sheets. The supervisors and cooperative staffs had monitored in turn the task fulfillment in the School Cooperative. In general, they had been very familiar with the students who were made as the sample.

Next, changes were observed in the experimental class receiving treatment and control class without treatment, whether the changes were sufficiently significant or not. Indeed, there were weaknesses in the research, namely: (a) A relatively short time, (b) The number of sample students doing practicum in the School Cooperative was relatively small because it was adjusted to the capacity of the School Cooperative Shop that was not large enough; and (c) The trained observers tended to over-monitor the practicum students. The research design explained above can be illustrated as follow:

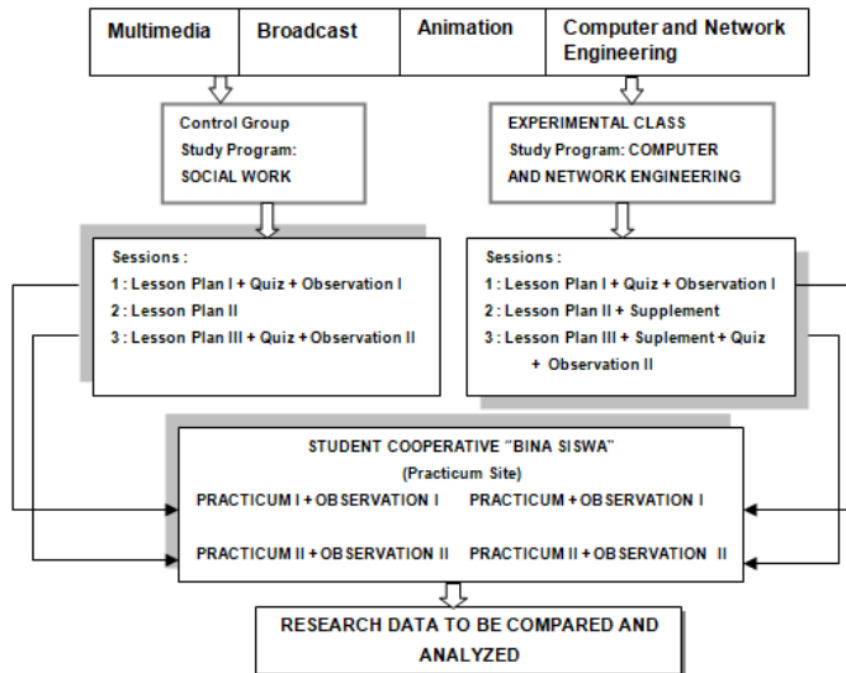


Figure 2 Research Design

4. RESULTS

The research was conducted in Banjarmasin by examining deeply the existence of a school cooperative that is called Student Cooperative or “Kopsis Bina Siswa” in the State Vocational Secondary School 2 (SMKN 2) Banjarmasin. The selection of “Kopsis Bina Siswa” of SMKN 2 Banjarmasin was because the student cooperative had intensively engaged students in the activities of the school cooperative. Students were assigned in turns by teachers of the entrepreneurship subject to manage the daily activities of the cooperative. There is an assignment of special staff for each day.

The businesses run by “Kopsis Bina Siswa” entails stationery, photocopy and bookbinding services, sewing school uniform for both boys and girls, including scout uniform, sportswear, beverages, cakes, and other snacks. “Kopsis Bina Siswa” is guided by teachers appointed by the school administration. The teachers organize work schedule to keep the student balancing between cooperative business with academics. Students perform their tasks during break time.

During the field study, I noted that because it is at break time that the cooperative reached its peak session, as student customers came simultaneously. The staffs were usually overwhelmed in serving the customers. The subject of entrepreneurship utilized the student cooperative as the place for practicum. The observation sheet to assess students’ attitudes during practicum containing honesty indicators in providing service was prepared with the following items:

Student's name :							
Place of Observation : "KOPSIS BINA SISWA" SMK Negeri 2, Banjarmasin							
Grade/ Study Program :							
No.	Honesty Indicators			Attitude Scale			
				NO	SO	SD	CS
				1	2	3	4
1	Keeping/storing/arranging goods in order not to be lost/damage/difficult to find	Keeping	1				
		Storing	2				
		Arranging	3				
2	Selling objects according to the price set		4				
3	Depositing money to cashier/returning excess money/and counting correctly	Depositing	5				
		Returning	6				
		Counting	7				
4	Serving and explaining the quality and uses of goods well and correctly	Serving	8				
		Explaining quality	9				
		Explaining uses	10				
5	Working diligently according to the schedule		11				

Notes: NO = Not Observable SO = Start Getting Observable
SD = Start Developing CS = Characters Start Getting Shaped

Figure 3 Items of Observation Sheet of Honesty Observation Conclusion Results during Practicum at Student Cooperative

Keeping, storing, and arranging goods are the indicators that business managers have to keep the administrators/board's trust over the goods trusted to them. The staffs have to keep them from getting damaged. Storing correctly to maintain honesty and avoid being accused of hiding the goods or even stealing goods. Goods neatly arranged make it easier to control the beginning number of them, for example before the shop is open, and how many are sold approaching the closing time.

Selling goods in accordance with the set prices is the honesty indicator of not increasing the prices by taking the supplementary profit made, or selling prices below the set prices because the buyers were friends, or agreeing to reduce prices to friends.

Depositing money to the cashier is an indicator of honesty in receiving and keeping money. During busy hours, namely at breaks, there would be a large number of customers or students wanting to be served first, causing chaos. In this situation, there would be chances that the amount of money received was not correct and thus the deposited money would not be correct as well, enabling one to hide or even stealing the money. It was also during this busy time that change given could be incorrect, what is more if the staffs lacked the ability to count quickly. It is possible that a ten thousand rupiah note is thought to be one hundred thousand rupiahs, resulting in excess change. If it is a deliberate action for personal profit, it means that there has been dishonesty.

Serving buyers correctly by explaining the quality and uses of goods is another indicator of honesty. Saying that damaged goods, such as a ballpoint with bad ink, a vinyl eraser that is too thick, and other goods that cannot be used again, still retain good quality is a dishonest service.

Working diligently and in accordance with the schedule is honesty indicator for the commitment to do a job. Coming late to work at Student Cooperative with made-up excuses shows dishonesty in doing a job.

The above observation sheet was made to see whether there was a correlation between honesty in doing test and honesty during the apprenticeship at Student Cooperative "Bina Siswa". The observation sheet was filled in according to Guttman's scale, namely by only filling in one choice for observation result.

Comparing the two groups was done by separating the control class from the experimental class. Observation results of the practicum at School Cooperative "Kopsis Bina Siswa" are described in the following picture with O1 (before) and O2 (after) for the control group, and O3 (before) and O4 (after) referring to the experimental group.

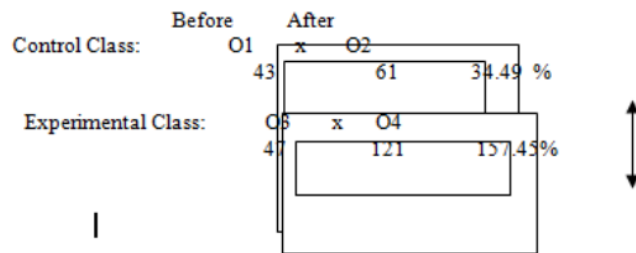


Figure 4 Results of the practicum the School Cooperative

Observation of the control group was done to students doing practicum at School Cooperative in the first and third weeks, while O3 and O4 are the comparison of observation results of the experimental group students who did practicum in the School Cooperative "Kopsis Bina Siswa" in the first and third weeks.

From the comparison drawn above, it can be seen that the improvement of honesty in the experimental class was very significant. The improvement in the control class was only 34.49%, while the experimental class was 157.45%. This demonstrates that lesson plan + Honesty Values Supplements used by teachers in teaching entrepreneurship as well as the messages of values delivered by teachers could significantly improve students' honesty values. Owing to the existence of School Cooperative, students could implement the honesty values during their practicum at "Kopsis/Student Cooperative Bina Siswa". This is where the strategic role of School Cooperative plays its part. Indeed, it should be questioned whether the honesty values could survive for a long term among the students, since honesty in business always has the trend of increasing, being static, or decreasing. It is also understandable that students who belonged to the experimental group and were

observed at School Cooperative “Kopsis Bina Siswa” were only recently taught values in business, especially honesty values, and directly assigned to practice honesty functions in business ethics. It is certain that the values were still inscribed in their mind. A question also arises as to how long the honesty values could survive in them. In the items of observation, honesty in receivables transaction and loyalty in cooperation also could not be displayed. This is due to the fact that students involved in the practicum were not easy to get engaged in business activities reflecting management attitudes.

Values have to be internalized gradually and continuously. Teachers should not be tired of delivering honesty values in doing business, which is an implementation of business ethics. This is in line with Lickona’s opinion that character education is the interconnectedness of moral knowing, moral feeling, and moral action.

5. CONCLUSION

The recent phenomena in the field show that there have been many violations of business ethics, both in small and larger scales. One of the causes is human greed, who wants to get rich quickly and easily. Schools, in this case, also play the roles of cultivating values related to business ethics to students. The subject of entrepreneurship is highly related to business ethics. Students who take the subject of entrepreneurship should be obligated to do practicum in School Cooperative. It is very appropriate to use school cooperative as a place to practice and cultivate the values of business ethics to students during their practicum.

The obstacles in using school cooperative as the place to practice the subject and cultivate business ethics values are: (a) limited space of school cooperative and inadequate facilities; (b) permanent employees managing school cooperative in general only focus on the business activities of the cooperative, they have not thought about how to cultivate business ethics values, especially honesty values; (c) the same is true for supervising teachers who generally focus on delivering the content of entrepreneurship subject, ultimately in providing good services. The results of this experimental research show that equipping students who take the subject of entrepreneurship with supplementary messages of honesty values in business ethics proved to have created changes in value attitudes significantly and positively. This is so even though there was a doubt of whether the changes could survive for a long time and continuously develop into characters, considering that attitude is highly vulnerable to contamination of various negative influences.

In line with the research results that show the value messages delivered through the subject of entrepreneurship followed by practicum assignment in School cooperative was significant and positive, the research suggests: (1) School cooperatives should be given more attention by the school and related institutions. The concern is realized by providing a larger room for school cooperative, able to carry a larger number of students who do practicum; (2) Permanent employees managing School Cooperative should be equipped with understanding of values in business ethics, so that while empowering practicing students they can provide guidance, messages, and advice on business ethics in the services of school cooperative. Many entrepreneurship teachers, indeed, have delivered content on perfect and prime services. However, students should also gain supplementary knowledge on value and character teaching and learning, especially honesty values in business.

References

- [1] Alma, B. (2009). *Kewirausahaan Untuk Mahasiswa dan Umum*, Alfabeta, Bandung.
- [2] Bagus, L. (2002). *Kamus Filsafat*, cet. ke-3. Jakarta: Gramedia Pustaka Utama.
- [3] Bertens, K. (2007). *Pengantar Etika Bisnis*, Kanisius, Yogyakarta.

- [4] Kementerian Pendidikan Nasional, Badan Penelitian dan pengembangan Kurikulum, (2010) BahanPelatihanPenguatanMetodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya Untuk Membentuk DayaSaing dan KarakterBangsa “Pengembangan Pendidikan Kewirausahaan”
- [5] Keraf, S (1998), Etika Bisnis, Tuntutan dan Relevansinya, PenerbitKanisiusEdisiBaru, Yogyakarta.
- [6] Lembaran Negara RI Tahun 1992 Nomor 116, Undang-Undang No. 25 Tahun 1992 Tentang Perkoperasian
- [7] Lickona, T (1992, Educating For Character, Bantam Books, New York.
- [8] Megawangi, R (2004), Pendidikan Karakter, Solusi Yang Tepat Untuk MembangunBangsa, Sponsor BPMIGAS, Jakarta.
- [9] Rindjin, K, (2004). Etika Bisnis dan ImplementasinyaGamediaPustaka Utama, Jakarta.
- [10] Soedarsono, Soemarno, (2009). Karakter MengantarBangsa dari GelapMenujuTerang, PT. Gamedia, Jakarta.
- [11] Soewardi, H (1999). RodaBerputar Dunia Bergulir, Kognisi Baru Tentang TimbulTenggelmnyaSivilisasi, UNPAD, Bandung.
- [12] Sugiyono, (2009), MetodePenelitianKuantitatifKualitatif dan R & D, PenerbitAlfabeta, Bandung Uyoh S, et al.(2007). Pedagogik, PenerbitCipta Utama.

9. Teaching Business Ethics through School Cooperatives

International Journal of Advanced Science and Technology

ORIGINALITY REPORT

11%

SIMILARITY INDEX

10%

INTERNET SOURCES

4%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

serisc.org

Internet Source

4%

2

Submitted to Universitas Negeri Padang

Student Paper

3%

3

www.arcjournals.org

Internet Source

1%

4

files.eric.ed.gov

Internet Source

1%

5

Submitted to University of Greenwich

Student Paper

<1%

6

Parlindungan Sinaga, N.A. Amsor, Febby Dwi Cahyanti. "Effectiveness of the new generation e-book application for mobile phones in improving the conceptual mastery of kinematics", International Journal of Mobile Learning and Organisation, 2019

Publication

<1%

7

Submitted to Anglia Ruskin University

<1 %

8

chw1986.blogspot.com

Internet Source

<1 %

9

archive.org

Internet Source

<1 %

10

Hady Efendy, Jahani Nurhanifa. "DEVELOPING OF ENTREPRENEURIAL SPIRIT IN THE ERA OF ASEAN ECONOMIC COMMUNITY IN VOCATIONAL HIGH SCHOOL", International Journal of Learning and Development, 2017

Publication

<1 %

11

Sakinah Sakinah, Asy'ari Asy'ari, Moh. Ali. "The Strategy of Madrasah Headmaster in Improving The Quality of Islamic Education", INTERNATIONAL JOURNAL OF CONTEMPORARY ISLAMIC EDUCATION, 2019

Publication

<1 %

12

Submitted to University of Southern Queensland

Student Paper

<1 %

13

Submitted to AUT University

Student Paper

<1 %

14

"Citizenship Curriculum in Asia and the Pacific", Springer Science and Business Media LLC,

<1 %

2008

Publication

15

Peter Odrakiewicz. "chapter 34 Innovative Methods of Teaching Integrity and Ethics in Management Education", IGI Global, 2012

Publication

<1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On