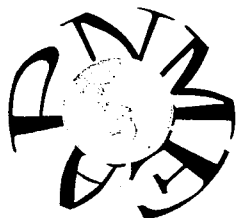


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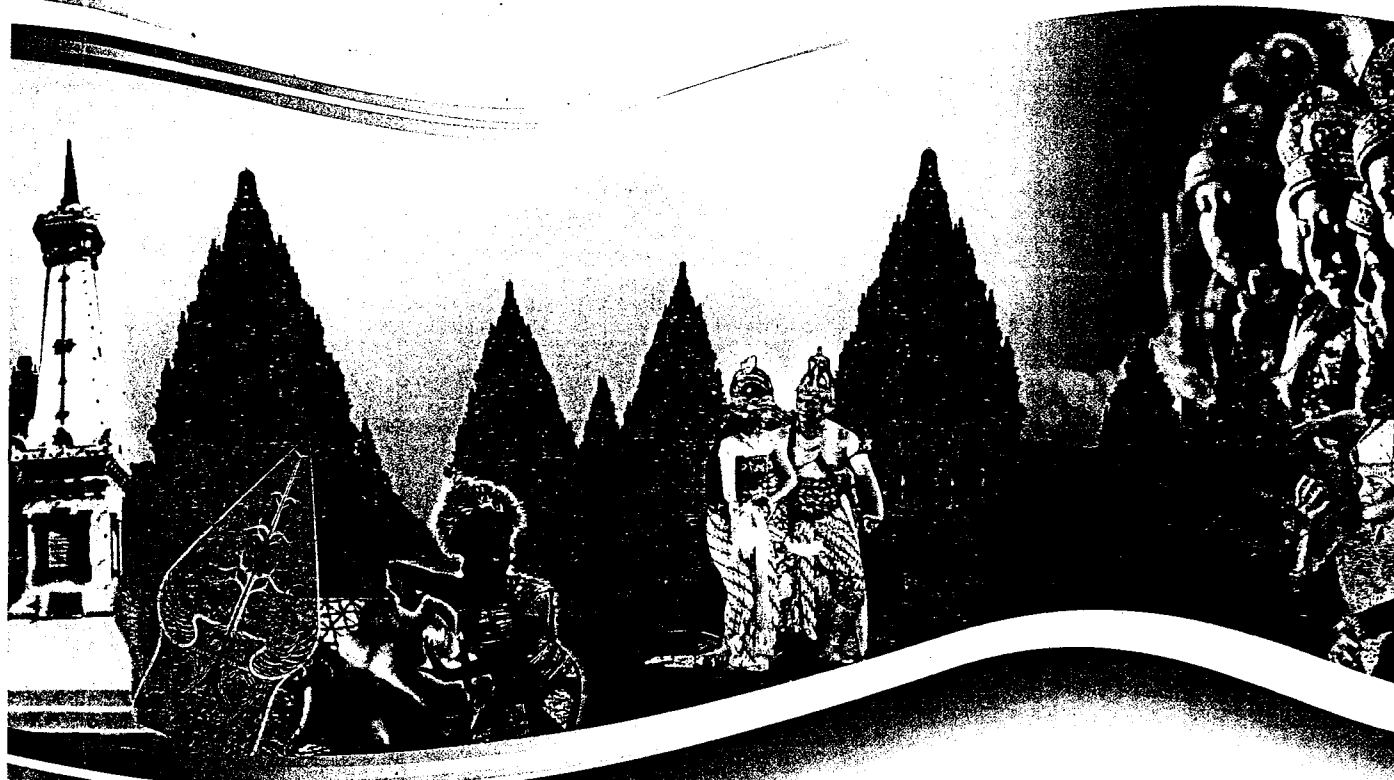


APNME 8th Annual Conference

26 - 30 June 2013

**Yogyakarta State University,
Yogyakarta - INDONESIA**

www.apnme2013.org



Organizers:

**The Asia-Pacific Network for Moral Education (APNME)
Yogyakarta State University**



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society and religion. "Smart" means smart in terms of religious knowledge and general knowledge, as well as at trading, so that a child understands that he/she has a soul and may be active in religion. Teachers and parents have a responsibility to teach moral education with reference to *gusjigang*. To make this moral education successful it needs a model of evaluation that can measure its effectiveness and see whether or not it is able to change the mindset of students so that they are serious about applying *gusjigang* in everyday life. The purpose of this presentation is to discuss a moral education evaluation model for *gusjigang* in the belief that *gusjigang* culture needs to be embedded in children living in Kudus and that they need an effective model of it within three groups of people: teachers, friends and the community.

Character Education Strategy through Responsibilities as a Consumer

Presenter: Sri WENING, Yogyakarta State University, Indonesia

Poster 13

This study analysed the exercise of consumer responsibility by students. A survey was conducted of students following a consumer education class to know how character education works in the classroom. According to Lickona, there are three elements of moral action, namely competence, will and habit. An action is categorised as good when it is done habitually and becomes a habit. It is categorised as enough when it is being done but has not yet become a habit. It is categorised as less good when it is thought of but never done. The survey was done through a reflective analysis by documenting the students' exercise of responsibility in consumption activities. The results were as follows: 1) students' critical behaviour in reading the user guide information before buying something was satisfactory; 2) their response to dishonest sellers was good enough; 3) students' social concern to avoid jealousy was satisfactory; 4) their awareness of the importance of living in a healthy environment and keeping the surrounding environment clean and green was good enough; and 5) the students' camaraderie, such as by working together as a class to help the needy by organizing a "cheap market" (*pasarmurah*), was categorised as not really good.





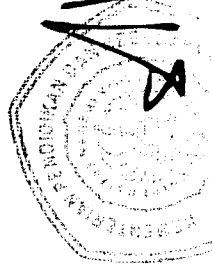
CERTIFICATE OF PARTICIPATION



This is to certify that

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26 - 30 June 2013, Yogyakarta
**Learning from Diversity and
Ways Forward for Moral Education**
as a **Presenter**



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