



Editors

Endah Retnowati
Anik Ghufon
Marzuki
Kaslyan
Adi Cilik Plerawan
Ashadi

**CHARACTER EDUCATION FOR
21ST CENTURY GLOBAL CITIZENS**

ROUTLEDGE

PROCEEDINGS OF THE 2ND INTERNATIONAL CONFERENCE ON TEACHER EDUCATION
AND PROFESSIONAL DEVELOPMENT (INCOTEPD 2017), 21-22 OCTOBER 2017,
YOGYAKARTA, INDONESIA

Character Education for 21st Century Global Citizens

Editors

Endah Retnowati, Anik Ghufro, Marzuki, Kasiyan,
Adi Cilik Pierawan & Ashadi
Universitas Negeri Yogyakarta, Indonesia

 **Routledge**
Taylor & Francis Group
LONDON AND NEW YORK

PRINTED BY: sugirin@uny.ac.id. Printing is for personal, private use only. No part of this book may be reproduced or transmitted without publisher's prior permission. Violators will be prosecuted.

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2019 Taylor & Francis Group, London, UK

Typeset by V Publishing Solutions Pvt Ltd., Chennai, India

All rights reserved. No part of this publication or the information contained herein may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, by photocopying, recording or otherwise, without written prior permission from the publisher.

Although all care is taken to ensure integrity and the quality of this publication and the information herein, no responsibility is assumed by the publishers nor the author for any damage to the property or persons as a result of operation or use of this publication and/or the information contained herein.

Published by: CRC Press/Balkema
Schipholweg 107C, 2316 XC Leiden, The Netherlands
e-mail: Pub.NL@taylorandfrancis.com
www.crcpress.com – www.taylorandfrancis.com

ISBN: 978-1-138-09922-7 (Hbk)
ISBN: 978-1-315-10418-8 (eBook)

PRINTED BY: sugirin@uny.ac.id. Printing is for personal, private use only. No part of this book may be reproduced or transmitted without publisher's prior permission. Violators will be prosecuted.

Character Education for 21st Century Global Citizens – Retnowati et al. (Eds)
© 2019 Taylor & Francis Group, London, ISBN 978-1-138-09922-7

Table of contents

Preface	xi
Acknowledgement	xiii
Organizing committees	xv
<i>Values for 21st century global citizens</i>	
Moral and citizenship education in 21st century: The role of parents and the community <i>W. Feugeler</i>	3
How to control hate speech and hoaxes: Character language for character citizens <i>J. Jurnanto</i>	13
Can students develop self-regulated learning through worked examples? <i>S. Nurhayati, E. Retnowati & Y.A. Alzuhiy</i>	21
Presenting Indonesian character in English language teaching materials: Is it possible? <i>S. Sudartini</i>	29
Questioning western character hegemony in Indonesian aesthetics books <i>K. Kasiyan</i>	35
Constructing global citizenship: Kindergarten and primary schoolteachers' understanding of globalization and education <i>H. Yulindrasari & S. Susilowati</i>	43
The seafarers' characters standard for international shipping industry <i>W. Pratama, P. Pardjono & H. Sofyan</i>	49
<i>Preparing teachers for integrated values education</i>	
The importance of Halal education in forming the civilized and exemplary global citizen <i>B. Kartika</i>	59
Online learning as an innovative model of Teachers' Professional Development (TPD) in the digital era: A literature review <i>W. Wuryaningsih, M. Darwin, D.H. Susilastuti & A.C. Pierewan</i>	69
The practice of early childhood musicality education in Germany <i>L. Kurniawati</i>	79
Constraints on the physics practicum for visually impaired students in inclusive junior high schools <i>J. Arlinwibowo, H. Retnowati & R.G. Pradani</i>	83
Teachers' intention to implement instructional innovation: Do attitudes matter? <i>B. Basikin</i>	91

PRINTED BY: sugirin@uny.ac.id. Printing is for personal, private use only. No part of this book may be reproduced or transmitted without publisher's prior permission. Violators will be prosecuted.

How undergraduate students of mathematics education perform microteaching with the topic of the incircle and the area of a triangle for grade VIII <i>M. Marsigit, H. Retnawati & R.K. Ningrum</i>	335
Mastering 21st-century skills through humanistic mathematics learning <i>D.B. Widjajanti</i>	345
Factors influencing students' performance in solving international mathematics tests <i>A. Hamidy & J. Jailani</i>	353
Cultural values-integrated mathematical learning model to develop HOTS and character values <i>H. Djidu & H. Retnawati</i>	363
Instilling character values through a local wisdom-based school culture: An Indonesian case study <i>S. Madya & I. Ishartiwi</i>	371
Developing an Android application as a medium for mathematics learning and character forming: Needs assessment <i>N. Fitrokhoeani & H. Retnawati</i>	381
The teaching of morality through musical elements based on learning models of the Netherlands and Indonesia <i>K.S. Astuti & A. Widyantoro</i>	389
A model for development of extracurricular activity-based civic intelligence in primary schools <i>M. Masrukhi</i>	395
Individual student planning: Counselors' strategies for development of academic success in middle-school students <i>A.R. Kumara, C.P. Bhakti, B. Astuti & Suwardjo</i>	403
Integration of Javanese characters and chemistry concepts on developing TOKIJO as chemical literacy learning media <i>S. Purjadi, D. Dina & R.L.P. Sari</i>	409
A needs assessment for development of a learning set to improve students' higher-order thinking skills and self-confidence <i>E. Kurnianingsih & H. Retnawati</i>	415
Students' character learning through internalization of character values from wayang figures <i>B. Nurgiyantoro</i>	425
Developing young children's characters using project-based learning <i>O. Setiasih, E. Syaodih & N.F. Romadona</i>	431
Cultivating character in junior high school students through the subject of Islamic religious education <i>M. Marzuki</i>	437
Revitalization of Banyumas traditional games as media for instilling character <i>S. Yulsetiani & T. Trianton</i>	445
Role models in language acquisition and character education <i>S. Sugirin</i>	451

Character education through innovative literary learning using film-based teaching material <i>F. Nugrahani & A.I. Alma'ruf</i>	577
<i>Assessing student's character development (Values acquisition assessment)</i>	
Development of the psychosocial skills scale and its relationship with the negative emotional states of elementary school children <i>S. Nopembri & Y. Sugiyama</i>	587
Developing assessment instruments of communication skills for vocational school students <i>S. Suranto</i>	597
The implementation of affective domain assessment in elementary school <i>H. Sujati</i>	607
<i>Creating managing conducive school culture to character education</i>	
Emotional analysis of student drawings of the human figure as an indicator of intelligence <i>D.A. Febriyanti</i>	615
Do demographics really affect lecturer performance? <i>S. Sukirno</i>	623
The meaning of cleverness: Elementary school students' perspectives <i>A. Listiara & D. Rismawati</i>	627
Challenges in developing character education at a "risk school" in Yogyakarta, Indonesia <i>A. Efianingrum</i>	635
Development of a physics test for 10th graders based on Marzano's higher-order thinking skills <i>E. Ermansah & E. Istiyono</i>	641
Author index	649

Role models in language acquisition and character education

S. Sugirin

Universitas Negeri Yogyakarta, Indonesia

ABSTRACT: The success of language acquisition is dependent on *comprehensible input in a low affective filter* (Krashen 2009). This input can be provided by a role model who is fluent in speech and understands the condition of the language acquirer. This understanding makes the language acquirer feel comfortable so that the acquisition process may run smoothly. This acquisition principle matches the condition demanded in character education as a nurturing character will be well facilitated if there is a reliable role model in the family, education institution and community. The consistency of the role model's words, attitudes, and actions will be clearly perceived, easily understood, and effortlessly internalized by the targeted groups so that without being instructed, they will acquire and voluntarily practice it in their life. It is the intention of this paper to suggest the application of the principle in character education.

1 INTRODUCTION

Character education is nothing new anywhere in the world. Long before Thomas Lickona published his monumental work in 1991, the Indonesian schools already practiced moral education. As time went by, it was included in the religious education and *Pancasila* (the Indonesian Five Principles), and citizenship education. While the religious education focuses on the development of noble morality, the *Pancasila* and citizenship education aim at developing nationalism. With varying modes of delivery, such an effort of nurturing morality and nationalism has been common all over the world (USA, Europe, and Asian countries). There have also been studies on integrating character education in the teaching of school courses such as mathematics, English, sports, etc. However, character education is seen as a stand-alone discipline focusing on moral nurturance, as if it did not have any relation to language discipline such as language acquisition.

While language acquisition needs a role model to provide comprehensible input (Krashen 2009, Gass & Selinker 2008), Sugirin (2010) and Khisbiyah (2010) assert the demand for role models to develop the young generation into whole persons.

Similarly, Tong & Christodoulou (2017) suggest the importance of positive role models for children and youth in character education. This indicates that both character education and language acquisition rely on the roles of the role models. However, there has not been any study investigating these roles. It is the intention of this paper to explore the possible compatibility between the roles of the role models in character education and language acquisition.

To achieve the goal, this paper will be organized as follows: 1) The first section presents some theories of language acquisition and their potentials for application in character education, 2) The second highlights the importance of role models in both language acquisition and character education, 3) The third illustrates the compatibility between the roles of the role models in language acquisition and character education, and 4) the fourth provides an example of monitoring the practice for maximizing success.

2 THEORIES OF LANGUAGE ACQUISITION AND THEIR POTENTIAL FOR APPLICATION IN CHARACTER EDUCATION

In order to avoid confusion it is worthwhile presenting the distinction between language acquisition and language learning. Krashen (2009 p. 10) asserts that *acquisition* is a process similar to, if not identical with, the way children develop ability in their first language. Hence, language acquisition is a subconscious process; language acquirers are unaware that they acquire the language; they just realize that they use the language for the purpose of communication. In contrast, *learning* refers to consciously obtaining knowledge about the target language, consciously knowing the language rules, and having the ability to talk about those rules.

Krashen (2009) further explains that first language acquisition usually refers to how infants acquire their native language, while second language acquisition refers to how both children and adults acquire another language other than their mother tongue. Acquisition is a subconscious process while learning is a conscious process (Krashen 2009, Williams & Leung 2011). Children blessed with complete five senses will automatically acquire their mother tongue. What they need is *comprehensible input in a low affective filter*. *Comprehensible input* is input that can be easily understood as it is "roughly-tuned" to the child's current level of linguistic competence (Krashen 2009). The input should be provided in a *low affective filter*, in a situation in which the child feels comfortable, with little or no anxiety.

Krashen (2013) even claims two amazing facts about language acquisition. "First, it is effortless; it involves no energy, no work. All that is necessary is to understand messages. Second, language acquisition is involuntary. Given comprehensible input, you must acquire—you have no choice." This means that language does not have to be taught but used for interaction in life. Without undermining the importance of input, Brown (2007) reminds Krashen that input is not the only causative variable in the second language (L2) acquisition; the role of the learners' engagement in the process is also important. Through interaction with other people at work and in the community as well as exposure to the communication and social media, without intentionally learning, children and adults also further develop their language mastery. As abstract thinking has developed in adults, learning may have a greater role than acquisition. Adults' experience in using the mother tongue and understanding of language rules will aid in their learning and acquisition process.

3 THE IMPORTANCE OF ROLE MODELS IN LANGUAGE ACQUISITION AND CHARACTER EDUCATION

One of the requirements for language acquisition to occur is the availability of *comprehensible input* (Krashen 2009) which can only be provided by role models qualified in the target language. As the input must be *in a low affective filter*, in a situation in which the acquirer feels comfortable, a special technique is required. In the context of a child learning the mother tongue, a mother or a caretaker often speaks slowly, clearly, and repeatedly to a child so as to make the utterance (a new word, someone's name, etc.) comprehensible. Knowing that the child may have difficulty pronouncing a certain sound, the consonant /r/, for example, the mother will accept whatever sound the child produces. When the child has difficulty pronouncing the sound /r/ such as saying /lɔɪ/ (loti) instead of /rɔɪ/ (roti) meaning "bread," the mother accepts it and even uses the same utterance /lɔɪ/ not /rɔɪ/ to give the child the feeling of being accepted before the child is able to pronounce the word correctly. This mother has not only provided *comprehensible input* but also provided it *in a low affective filter*, in which the child does not have to be concerned with language accuracy. The mother's permissiveness is intended to build the child's self-confidence, to lower their *affective filter* (the feeling of discomfort which has the potential of blocking the acquisition to happen).

A good role model must be able to adjust himself or herself with the language acquirers' condition, understand the problems in comprehending the linguistic input as well as in producing the language correctly. The mother and the caretaker do not realize that they have played an

important role in the child's language development as they have applied the language use called *caretaker speech* (Krashen 2002). Step by step, along with the child's language development, they will change the pronunciation into the normal pronunciation standard.

In character education, a good educator or role model will undoubtedly understand the problems faced by the learners in understanding and applying character education traits or values expected to become part of their life. A good educator will set a good example of the implementation of the values but he/she will be tolerant towards the learners' shortcomings. Some form of dispensation is therefore given, for example, to children under ten years of age to fast during Ramadan for three hours, a half day, or two thirds of the day instead of a full day.

Another example, a strategy in shaping the character of *generosity* does not require the explanation of the meaning of the word "generous." It is sufficient to ask children to share the food with their siblings, give some sweets to their peers, give some money to the beggars, and put some coins into the alms box, etc. These techniques will have long-lasting impressions on the children and will grow the seeds of care and whole-heartedness in sharing what they have with needy children. At some point in time, by their adolescence, these children will understand that they have practiced the character of *generosity*. However, suppose the parent gives the child a dollar bill to put into the alms box and the child replaces it with a quarter coin and keeps the dollar, the parent must accept the decision on the level of generosity the child considers just.

In the first language acquisition process, children directly hear the language used by their parents or other family members in their daily communication. Children gain the knowledge and ability to use the language holistically including pronunciation, grammar, vocabulary, and the social contexts or situations in which the language is used. This enriches the understanding of the language use as it is not only based on the language utterance but also the condition of the environment, the speaker's facial expressions, the tone accompanying the speech, etc. Children will also slowly learn the differences in meaning of the same expression spoken in different tones. For instance, the expression "Good!" can have different meanings or interpretations when it is spoken in different modes. This expression can mean a compliment, a satire, or a warning. Children will also learn variations in vocabulary use when a dialog involves an elder person, a peer, and a younger person, especially in a culture where age, positions, and relations determine the kind of expressions used. Understanding the interrelation between language and culture is also one of the targeted aspects in character education. The different language use in communicating with an elder person, a peer, and a younger person is what the learners need to model from the role models (e.g. parents and teachers). This is part of the culture, the asset of the nation that we have to preserve (Nugiyantoro 2011).

In the language acquisition process, the figures serving as reference models for the children are those directly interacting with them in daily communication. The children's language will develop in accordance with the examples of the language used by the parents, siblings, caretakers, housemaids, and peers in the neighborhood. When they come to their school age, the role models will shift or increase due to their contact with their teachers and new peers at school. If the family, the neighbors, the community and the school provide them with the ideal language input, they will also gain the ideal language mastery.

The same mode seems to apply to character education. Analogous with Krashen's theory (2013), the nurturance of character education values does not have to be carried out in formal instructions but through their application in the daily life. Formalities usually end in an assessment which generates high scores but low or even zero in implementation. In this regard, Pentcheva & Sopov (2003 p. 52) point out, "*One demonstrates one's ability to swim not by answering questions about swimming but by performing the act.*" Hence, character nurturance should be contextual and holistic, following the real life application of the values in the family, school, and community.

Pentcheva & Sopov's (2003) claim may be considered extreme because language teaching experts accept the importance of comprehensible input and the natural processes in language acquisition, but they also recognize the benefit of conscious language teaching and learning, particularly in the environment where the target language is not used in the learners' daily life (Gilakjani & Ahmadi 2011). They further suggest that without conscious and purposeful teaching and learning processes or the provision of artificial environment of language

PRINTED BY: sugirin@uny.ac.id. Printing is for personal, private use only. No part of this book may be reproduced or transmitted without publisher's prior permission. Violators will be prosecuted.

use such as video or television programs, the learners will not be able to access the language input. Besides, the teaching and learning process in the form of *awareness raising*, such as *grammatical awareness raising*, has proved to contribute positively to the language acquisition, especially for adult learners.

In the context of character education, if formal lectures are needed, the content should reflect real life contexts; there is no need for image building slogans if they do not match the conduct of the role models that can be directly observed by the learners. Wooden (2009) reminds us, "Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are."

In this era of information technology, image building often becomes a priority for individuals, organizations, or institutions; however, it must be based on reality. Institutional slogans which are not founded on commitment for realization will disadvantage the institution itself in the long run. The slogan of "Say NO to corruption" popularized by some public figures and celebrities has tragically sent many of the role players to jail. One by one they are trapped by the Act to which they have contributed in the bill drafting and sanctioning. Therefore, educators should not easily coin a slogan when there is no guarantee that it will be realized, or if there is no clear sanction for those acting against the slogan.

The past failure in nurturing the noble values of *Pancasila* (the Indonesian Five Basic Principles) through the P4 (*Pancasila* nurturing) program to the young generations was, among others, due to the scarcity or even the absence of the noble values within the public figures or officials who were expected to be role models setting examples for the laymen. The P4 lectures at university level consisted of textual analysis of the materials with which the participants were familiar, as they had already participated in the same program over and over in the junior and senior high schools. Furthermore, the available real life examples were the noble value violations by public figures or those who were expected to be role models. As a result, during the question and answer sessions, the instructors were often confronted with the participants' non-academic questions which were difficult to answer. Both the participants and the instructors actually knew the problems and the answers because they centered round the discrepancy between the program content and the day-to-day living examples which started to find exposure in the mass media. It was not uncommon (that time and even lately) for traffic violators to settle their problems through negotiated bribery (Ganjarsetia 2011). There could be many other examples out there.

Educators do not expect the failure in the P4 program will be repeated in character education or other related programs. Therefore, the strategic position of the role models should be maximally utilized in day-to-day living in the family, school, and community. The strategic position of the role models should become the main pillar of character education. Our young generations need role models of noble value application, not highly packaged programs but away from practical applications of the targeted values.

In addition, the language acquisition theory reminds us that "optimal input is interesting and/or relevant" (Krashen 2009 p. 66). Therefore, the language elements the learners are expected to acquire should also be presented in an interesting mode, in a relaxed and natural situation, without any constraint or disagreeable attitude, in a *low affective filter* (Krashen 2009) so that the learners pay attention to and unconsciously acquire them. Therefore, for children as well as adults, language is often presented through the media of songs or lullabies.

A similar mode may also be needed for character education. On the one hand, the character traits to be passed on should be relevant to the children's needs, on the other, the values should be presented in an enjoyable manner so that they can be easily understood and internalized. For instance, the obligation to love their parents, their siblings, and other people, is presented in a song "Satu-satu aku sayang Ibu" (First, I love mommy) while for higher education students, the song "Heal the World" by Michael Jackson, for instance, may arouse the care for others and the living environment. Ebit G. Ade's songs of the environmental theme and religious chants of Kyai Kanjeng are meant to socialize the message to the public through enjoyable lyrics and melody so that they can be easily understood, remembered, and implemented in day-to-day living.

PRINTED BY: sugirin@uny.ac.id. Printing is for personal, private use only. No part of this book may be reproduced or transmitted without publisher's prior permission. Violators will be prosecuted.

Table 1. The compatibility of the roles of role models in LA and CE.

Aspect	Language acquisition	Character education
Function	Parent, caretaker, sibling, teacher	Parent, caretaker, sibling, teacher, manager, leader, public figures
Input	Comprehensible language input	Comprehensible targeted character traits
Activity	Involving learners' in language use	Involving learners in practicing the targeted character traits
Constraint prevention	Lower affective filter (e.g. caretaker's speech)	Tolerating learners' performance at early stages
Method	Humanizing teaching technique	Humanizing nurturing technique

4 THE COMPATIBILITY BETWEEN THE ROLE MODELS IN LANGUAGE ACQUISITION AND CHARACTER EDUCATION

Upon examining the discussion in the previous sections, it becomes clear that role models in language acquisition must be present to provide comprehensible input in an anxiety-free situation. Similarly, character education also requires role models who set good examples representing the targeted character traits. This may sound extreme but, while recognizing the benefit of lecturing, modeling should be the key approach to character education as it provides direct exposure to conditions facilitating the acquisition of the nurtured values (Sugirin 2011). This is in line with Lickona's statement (Nucci & Narvaez 2008) that without the direct involvement of cognition, affection, and real actions, character education will not be effective. What makes the acquisition of the targeted values easy is the consistency of the role models who insure the oneness of their words, attitudes and actions. As Nucci & Narvaez (2008 p. 115) point out, if we expect our young generations to have noble character, while the precondition of the noble character is a good role model, then the parents, the caretakers, and the teachers themselves must set examples for the good character traits. This is in accordance with the policy of the Peraturan Menteri Pendidikan Nasional Indonesia (2010 p. 8) which emphasizes the need for consistent role modeling and habituation in creating a conducive environment to facilitate character building. In order to facilitate acquisition, consistency is also needed in language acquisition, particularly in input provision to avoid learners' confusion.

The points discussed in this section and the previous ones have shown that there are aspects in the language acquisition (LA) which are compatible with those in character education (CE). The compatibility can be illustrated in the following table.

5 MAXIMIZING SUCCESS THROUGH MONITORING THE PRACTICE

Language acquisition theories suggest that language acquirers will master the target language maximally if they are not in the defensive position. Stevick (Krashen 2009 p. 73) reminds us that the defensive position will happen if the acquirers feel they are being tested or their weaknesses being revealed. This is in line with the technique of error correction. The best way to treat learners' errors is by giving them the correct models of the language use (Brown 2007) not by pointing out errors. The more the learners are exposed to the correct examples, the more chance they will internalize the correct examples observed, and the greater possibility they will use them in line with the context of use given.

Similar phenomenon will most probably apply to character education. Adolescents and university freshmen are usually sensitive towards issues related their prestige and self-identity. Comparing the work ethos of the older generations with that of the present one can be a

source of defensiveness on the part of the students. They were born and brought up in an era with the living conditions different from the older generations. It is unfair to expect them to think and live the way the parents and the previous generations did in their youth. Understanding on the part of parents and educators on the nature of the lives of the young, the school and university students, which are different from theirs, will make them feel comfortable interacting and communicating with the older generations. Parents and educators do not need to show the weaknesses of the young generation as they need only good models of language, attitudes, and actions reflecting character education values such as honesty, discipline, fairness, respect for others, autonomy, responsibility, etc. Should showing what the older generations have achieved be needed, it could be done sparingly without any pretention whatsoever.

In this regard, Margalit (Nixon 2008 p. 131) reminds us that "... a civilized society is one whose members do not humiliate one another." Although someone has done something wrong, he or she does not deserve humiliation. Feeling guilty is painful already, while being humiliated turns the pain into an offence. The best thing to do is in setting good examples. If students are exposed to correct models of truths and noble values, they will slowly but surely leave the wrong doings and model the truths and values observed in their interaction and communication with the elders.

It is further stated in the theory of language acquisition that in order to encourage learners to develop comprehensible input consistently, Krashen (2009) suggests providing tools to help students obtain more input. Chances to get maximum input will happen if the language acquirers are provided with opportunities to communicate using the target language in various contexts which enable the teachers to spot language deviations in their communication. Through this way, chances are open for the teachers to provide correct and appropriate language models so that the language acquirers will use their "monitor" (comparing the language rules with their language use) so that they can make efforts to correct their performance errors.

A similar mode can be implemented in character education. To find out whether the target groups have developed the targeted character traits, they can be given a role to play or a task to complete. Observation on the individual or group performance will reflect whether the intended values have been implemented. What they need next is positive reinforcement in the form of compliment, appreciation, and encouragement to improve the performance. When the individuals or the groups have not reflected the intended values, the role models can clarify the targeted traits and provide more examples on various opportunities and settings with the expectation that they develop deeper awareness of the values to implement. This is in line with the suggestion that input frequency affects the success of language acquisition (Ellis & Collins 2009).

Koellhoffer (2009) suggests that people of good character know when they need to reveal all the truths and when to save some for themselves. In language teaching and learning, teachers understand all the errors the learners have made, but they do not have to reveal them all. Without referring to whoever has made the errors, they can show the crucial ones for the purpose of awareness raising and classroom remedy. Many teachers may be impatient using this mode of error treatment, but good role models always believe that providing correct models is more effective than showing errors. Showing errors may humiliate the learners, create defensive attitudes, and make them hate the teachers; setting good examples will motivate them to monitor their own performance. This will make the learners feel safe, comfortable, protected and tolerated, which will, in turn, make them grow the feeling of respect and loyalty towards the role models, develop commitment to actions, and model them for their interactions with peers and their future learners.

6 CONCLUSION

From the issues and discussions above, it can be concluded that principles of the theory of language acquisition can be applied in character education. Among the principles is the

PRINTED BY: sugirin@uny.ac.id. Printing is for personal, private use only. No part of this book may be reproduced or transmitted without publisher's prior permission. Violators will be prosecuted.

importance of *comprehensible input* (in language and character traits). The intended value can be easily understood as they can observe, feel, and experience its application by the teachers or the role models in day-to-day living, not only through verbal lectures or empty slogans. Because the role models display tolerance, learners have strong commitment for implementation and the rate of refusal is low (*low affective filter*). All of these can only happen if the role models reflect the targeted values in their words, attitudes and actions.

REFERENCES

- Brown, H. D. 2007. *Principles of language learning and teaching* (5th ed.). New York: Addison Wesley Longman.
- Ellis, N. & Collins, L. 2009. Input and second language acquisition: the roles of frequency, form, and function. *The Modern Language Journal*, 93(3) doi: 0026-7902/09/329-335.
- Ganjarsetia, G. G. 2011. Rahasia (umum) bebas tilang (The (public) secret of exempt in trespassing). *Kompasiana*, 18 Juni 2011, retrieved from http://www.kompasiana.com/ge2pro/rahasia-umum-bebas-tilang_5500e535a333117c6f5125a3.
- Gass, S. M. & Selinker, L. 2008. *Second language acquisition: An introductory course*. Third edition. New York: Routledge.
- Gilakjani, A. P. & Ahmadi, S. M. 2011. Role of consciousness in second language acquisition. *Theory and practice in language studies*, 1(5): 435-442.
- Koellhoffer, T. T. 2009. *Character education: Being fair and honest*. New York: Infobase Publishing.
- Krashen, S. D. 1981. *Second language acquisition and second language learning*. New York: Pergamon Press Inc.
- Krashen, S. D. 2009. *Principles and practice in second language acquisition*. First internet edition. Pergamon Press Inc.
- Krashen, S. D. 2013. *Second language acquisition theory, applications, and some conjectures*. Cambridge: Cambridge University Press.
- Lee, S. Y. 2005. How robust is in-class sustained silent reading? *Studies in English Language and Literature*, 15, 65-76.
- Lickona, T. 1991. *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam Books.
- National Council of Teachers of English. 2006. *The role of English teachers in educating English language learners (ELLs)*. Urbana, IL: NCTE.
- Nixon, J. 2008. *Towards the virtuous university: the moral bases of academic practice*. New York: Routledge.
- Nucci, L. P. & Narvaez, D. (Eds.). 2008. *Handbook of moral and character education*. New York: Taylor & Francis.
- Nuh, M. 2017. *Pendidikan karakter untuk kemandirian bangsa menuju kejayaan Indonesia 2045* [Character education for the nation's independence to the glory of Indonesia 2045]. Retrieved from <https://www.uny.ac.id/fokus-kita/prof-dr-ir-kh-mohammad-nuh-dea>.
- Nurdiyanto, B. 2011. Wayang dan pengembangan karakter bangsa [The puppet and development character of nation]. *Jurnal Pendidikan Karakter* XXX (1): 18-34.
- Pentcheva, M. & Sopov, T. 2003. *Whole language, whole person. A handbook of language teaching methodology*. Viseu: Passagem Editores.
- Pionnah, J. 2008. Free voluntary reading and the acquisition of grammar by adult ESL students. *International Journal of Foreign Language Teaching*, 4(1), 20-24.
- Sugirin. 2010. Affective domain development: reality and expectation. *Cakrawala Pendidikan* XXIX(3): 267-279.
- Williams, J. & Leung, J. 2011. *Unconscious language learning*. retrieved from <http://www.cam.ac.uk/research/news/unconscious-language-learning>.
- Wooden, J. 2009. *Ten best quotes*. Retrieved from <https://id.pinterest.com/pin/28006828913247951/>.
- Tim Pendidikan Karakter. 2010. *Desain induk pendidikan karakter 2010-2025* [Design of character education 2010-2025]. Jakarta: Kementerian Pendidikan Nasional.
- Yayah Khisbiyah. 2010. Karakter bangsa terbentuk dari karakter warganya [National character is formed from the character of its citizens]. *Suara Muhammadiyah*, XCV (18): 11.

PRINTED BY: sugirin@uny.ac.id. Printing is for personal, private use only. No part of this book may be reproduced or transmitted without publisher's prior permission. Violators will be prosecuted.

Character Education for 21st Century Global Citizens – Retnowati et al. (Eds)
© 2019 Taylor & Francis Group, London, ISBN 978-1-138-09922-7

Author index

- | | | |
|------------------------|------------------------|--|
| Adriany, V. 139 | Jatnika, R. 239 | Nurhayati, S. 21 |
| Aisyah, M.N. 231 | Jumanto, J. 13 | Nurhayati, S. 225 |
| Alma'ruf, A.I. 577 | | Nurseto, T. 107 |
| Alzuhdy, Y.A. 21 | Kaming, P.F. 281 | |
| Amalia, S.D. 549 | Kartika, B. 59 | Pardjono, P. 49 |
| Apino, E. 249 | Kartowagiran, B. 113 | Parwiti, P. 291 |
| Arief, U. 155 | Kasiyan, K. 35, 257 | Pierewan, A.C. 69 |
| Arlinwibowo, J. 83 | Khairudin, M. 511 | Pradani, R.G. 83 |
| Ashadi, A. 213 | Komariah, K. 131 | Prasetyo, Z.K. 165, 191 |
| Asnawi, A. 525 | Kumalasari, D. 533 | Pratama, W. 49 |
| Astuti, B. 403 | Kumara, A.R. 403 | Pratiwi, A.I. 327 |
| Astuti, K.S. 389 | Kurnia, D.T. 145 | Pratomo, H. 313 |
| Aznam, N. 473 | Kurnianingsih, E. 415 | Priantinah, D. 231 |
| | Kurniati, E. 139 | Priyambodo, E. 313 |
| Basikin, B. 91 | Kurniawati, L. 79 | Purtadi, S. 409 |
| Bhakti, C.P. 403 | Kusmaryani, R.E. 239 | Purwatiningsy, M. 123 |
| Budiastuti, E. 273 | Kusuma, Rr.C.S.D. 183 | |
| | | Rahdiyanta, D. 525 |
| Darwin, M. 69 | Listiana, A. 327, 467 | Rahmadonna, S. 487 |
| Dina, D. 409 | Listiara, A. 627 | Rahman, N.A. 517 |
| Djidu, H. 363 | Listyarini, I.Y. 459 | Rasyid, H. 265 |
| | Lutfatulatifah, L. 139 | Ratmono, D. 307 |
| Efianingrum, A. 635 | | Retnowati, H. 83, 113, 249, 335, 363, 381, 415 |
| Ermansah, E. 641 | Machfauzia, A.N. 493 | Retnowati, E. 21, 175 |
| | Madya, S. 371 | Rochmat, S. 219 |
| Febriyanti, D.A. 615 | Mariyana, R. 467 | Romadona, N.F. 431 |
| Fitrokhoeerani, N. 381 | Marsigit, M. 335 | Rosidah, R. 207 |
| | Marzuki, M. 437 | Rukiyati, R. 561 |
| Ghufron, A. 543 | Masrukhi, M. 395 | Rusmawati, D. 627 |
| | Merina, K.L. 319 | |
| Hamidy, A. 353 | Muhibbin, Z. 155 | Saddhono, K. 319 |
| Handayani, S. 175 | Muhyadi, M. 183 | Samsuri, S. 569 |
| Handoyo, L.D. 459 | Mulyani, E. 107 | Santoso, A. 499 |
| Haryono, P. 299 | Murtamadji, M. 561 | Sari, R.C. 231, 307 |
| Hendrowibowo, L. 561 | Mustadi, A. 123 | Sari, R.L.P. 409 |
| Hidayatunnisa, N. 165 | Musyadad, F. 113 | Setiasih, O. 431 |
| | Mutammimah, M. 291 | Setiyadi, D.B.P. 299 |
| Ikhsan, J. 145 | Mutaqin, M. 555 | Setyaningrum, C. 265 |
| Indriani, S.I. 199 | | Setyaningrum, W. 131 |
| Ishartiwi, I. 371 | Nawangsih, L.Y. 191 | Sholihin, M. 307 |
| Ismara, K.I. 511 | Ningrum, R.K. 335 | Siregar, J.R. 239 |
| Istiyono, E. 641 | Nopembri, S. 587 | Siswantoyo, S. 517 |
| | Nugrahani, F. 577 | Slameto, S. 99 |
| Jaedun, A. 113 | Nurhayantoro, B. 425 | Soedarso, S. 155 |
| Jailani, J. 353 | Nurhayati, L. 131 | |

PRINTED BY: sugirin@uny.ac.id. Printing is for personal, private use only. No part of this book may be reproduced or transmitted without publisher's prior permission. Violators will be prosecuted.

Soeharto, S. 511	Susanto, E. 481	Wibowo, R.A. 487
Sofyan, H. 49	Susilaningrum, E.S. 123	Widiastuti, A. 107
Subekti, T. 319	Susilastuti, D.H. 69	Widihastuti, W. 273
Sudartini, S. 29, 257	Susilowati, S. 43	Widjaja, H. 239
Sudibjo, N. 499	Sutirman, S. 183	Widjajanti, D.B. 345
Sugirin, S. 257, 451	Suwardjo 403	Widyantoro, A. 389
Sugiyama, Y. 587	Suyantiningsih 487	Wijayanti, P.E. 123
Sugiyarto, K.H. 145	Syaodih, E. 431	Wiyarsi, A. 313
Suhardi, S. 123	Tantri, I.D. 473	Wuryaningsih, W. 69
Suharno, S. 569	Trianton, T. 445	Yo, R. 499
Sujati, H. 607	Ummah, R. 123	Yulindrasari, H. 43
Sukirno, S. 623	Veugelers, W. 3	Yulisetiani, S. 445
Sulisworo, D. 291		Zaman, B. 467
Suranto, S. 597		
Suryani, A. 155		

PRINTED BY: sugirin@uny.ac.id. Printing is for personal, private use only. No part of this book may be reproduced or transmitted without publisher's prior permission. Violators will be prosecuted.



Taylor & Francis
Taylor & Francis Group
<http://taylorandfrancis.com>

