



The APNME 8th Annual Conference



Sugirin

PRESENTER

*Learning from Diversity and Commonality:
Ways Forward for Moral Education in the Asia-Pacific*

Yogyakarta, June 26-30, 2013





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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FAKULTAS BAHASA DAN SENI

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Keterangan : Berdasarkan surat permohonan dari Ketua Jurusan Pendidikan Bahasa Inggris FBS UNY Nomor : 556/UN34.12/PBIVIII/2013

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Yogyakarta, 26 Juni 2013

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CERTIFICATE OF PARTICIPATION



This is to certify that

Sugirin

has participated in **The 8th APNME Annual Conference**

26 - 30 June 2013, Yogyakarta, Indonesia

Learning from Diversity and Commonality:

Ways Forward for Moral Education in the Asia-Pacific

as a

Presenter

Prof. Dr. Rochmat Wahab, M.Pd., M.A.
Rector of Yogyakarta State University

Christopher Drake
Chairman of APNME



Learning from Diversity and Commonality:
Ways Forward for Moral Education in the Asia-Pacific

PROGRAM BOOK



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**





**LEARNING FROM DIVERSITY AND
COMMONALITY:
WAYS FORWARD FOR MORAL EDUCATION
IN THE ASIA-PACIFIC**

**8th Annual APNME
International Conference**

**26-30 June 2013
Yogyakarta, Indonesia**

*Learning from Diversity and Commonality:
Ways Forward for Moral Education in the Asia-Pacific*



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WELCOME MESSAGE FROM THE CHAIRMAN OF THE ASIA-PACIFIC NETWORK FOR MORAL EDUCATION



Dear friends and colleagues,

On behalf of all the members of the committee of The Asia-Pacific Network for Moral Education (APNME) and of the international Conference Organising Committee, I am delighted to extend a very warm welcome to APNME's 8th Annual Conference, especially to those attending an APNME conference for the first time. While participants at our previous conferences have flown in from all over the world, this year we are breaking new ground-in coming to the southern hemisphere for the first time and it is a particular delight that our inaugural venture away from northern Asia should lead us to Indonesia. And where better within Indonesia to be than Yogyakarta which enjoys a solid reputation as both a major hub for education and the heartland of Javanese culture. This choice of venue lent itself readily to the conference theme of *Learning from Diversity and Commonality: Ways Forward for Moral Education in the Asia-Pacific* as diversity within Indonesia is both a current reality and a formational part of its rich historical legacy.

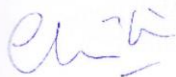
In a world where divisions and differences often seem to be over-emphasised, if not exaggerated, it also seemed timely to remind ourselves of the underlying one-ness and indivisibility of humanity, sharing, as we do, the one common home of our planet. As images of the earth from the space make clear, the borders and boundary lines that form and separate countries are largely a human creation, while in many different ways there are inherent similarities and relationships of inter-dependence between us all and we clearly share a common human heritage that dates back to ages past. And yet that universal or global perspective is counterpointed by the rich diversity that is apparent at the individual or local level, which presents the challenge of maintaining the awareness of the ties that bind us together while also retaining and remaining true to our unique character as individuals and the best of our diverse and rich traditions, cultures and ways of life around the world.

Some of the tensions implicit in this were referred to in the UNESCO-published Delors report *Learning: The Treasure Within*, which emphasised that the survival of humanity is highly dependent on understanding and accepting other people and their history, cultures, traditions and values. The report offered a vision of four pillars of education for the 21st Century of which two were "Learning to live together" and "Learning to be". At a time when financial and economic concerns seem to be holding the world's attention there has never been a greater need to ensure that material progress (which sadly remains a real need for many people, in itself a moral challenge) is balanced with social and personal development and responsibility and a greater awareness of our neighbours, both near and far. Indeed learning about our personhood and the nature of who we are as human beings is an



indispensable building block of social cohesion. In this regard, I think that we would all agree that education is one of the most important keys to a brighter future and there is doubtless much that we can all learn from each other to help turn the key and unlock the promise of tomorrow.

In closing, I would like to express APNME's gratefulness to our warm-hearted and hospitable hosts and the dedicated team at the Yogyakarta State University which has been working on organising the conference since late 2011. Their enthusiastic local work on the ground here has been complemented by that of an international Programme Committee charged with reviewing over 160 abstracts from around the region and beyond. Collectively we have sought to put together a conference in furtherance of APNME's aims of facilitating in-depth dialogue and the exchange of perspectives and ideas about teaching and learning in the areas of moral and values education. I hope that our time together over the next few days will be enjoyable and stimulate thinking on these, and other, issues and help us build the kind of education and understanding that can lay a path forward in the years ahead and make a tangible difference in the lives of those around us



Christopher Drake
Chairman, The Asia-Pacific Network for Moral Education



CONFERENCE ORGANISATION

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Ing Satoto Endar NAYONO
Derek SANKEY
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DETAILED SCHEDULE OF PARALLEL SESSIONS

Friday, 28 June 2013

PARALLEL SESSION 1		
TIME		VENUE
10.30 – 12.00	<p><u>Peter CAREY</u> Prince Diponegoro and the Quest for a Moral Order in Java <i>I.A.1</i></p> <p><u>Slamet PAWIRO HARTO</u> Ki Hadjar Dewantara's Ideas of Education <i>I.A.2</i></p> <p><i>Chair: Chris DRAKE</i></p>	Ballroom
	<p><u>Maila Dinia Husni RAHIEM</u> How Teachers Understand Morality in Story Books and How They Convey These Moral values to Their Students <i>I.B.1</i></p> <p><u>TSE Thomas Kwan-choi</u> Role Models in the Elementary School textbooks of People's Republic of China, 1999-2005 <i>I.B.2</i></p> <p><u>Dian SWANDAYANI</u> Marcel Aymé's <i>Les Contes du Chat Perché</i> as a Resource for Moral Education in Schools <i>I.B.3</i></p> <p><i>Chair: Karena MENZIE</i></p>	Pamendengan II
	<p><u>Wiel VEUGELERS</u> Moral Values: Balancing Adaptation, Autonomy and Social Concern. Lessons We Should (not) Learn from the West <i>I.C.1</i></p> <p><u>Mayumi NISHINO</u> Developing Moral Competence for Living in a Global Information Society <i>I.C.2</i></p> <p><i>Chair: Dorrie HANCOCK</i></p>	Pamendengan III
	<p><u>SUGIRIN</u> Nurturing Moral Values through Sharing Dilemmas and Conflicts <i>I.D.1</i></p> <p><u>SUKARNO</u> Promoting Moral Education through Blended Cultures in Teaching English as an International Language in Multi-cultural Settings <i>I.D.2</i></p> <p><u>Widyastuti PURBANI</u> Improving Caring, Tolerance and Responsibility among Young People in Literature-based Classes in Yogyakarta State University <i>I.D.3</i></p> <p><i>Chair: LI Maosen</i></p>	 Pamendengan IV



teachers can play a pivotal role in helping students develop good characters. This paper discusses the reasons for using games to cultivate good character in English classrooms, to explain the various categories of games and to give suggestions on when and how to use games to achieve a positive impact on the development of character in students.

Nurturing Moral Values through Sharing Dilemmas and Conflicts

Presenter: SUGIRIN, Yogyakarta State University, Indonesia

Presentation I.D.1

Transparency is an essential basis for advancement (Prita Kemal Gani, 2012) and the Indonesian transparency index rose from 51 in 2010 to 62 in 2012 (Aditya Revianur, 2013). In education, transparency supports faculty and students in implementing high-impact learning and teaching practices while identifying practices that offer the greatest beneficial impact on students' learning (Winkelmes, 2009). Meanwhile, teachers' ability to make reflection is demanded in improving instruction (Henning, Stone & Kelly, 2009). Teachers should reflect not only on their successes in teaching but also on problems they face. As Johnston (2008) asserts, English language teaching is not merely training students in a particular set of skills but is profoundly imbued with values, which are complex and riven with dilemmas and conflicts. While Zuhdi (2005) and Nyabul (2009) see these dilemmas as rooted in the diversity of religions and cultures, the problems I face as a practitioner are more complicated and resemble Johnston's moral dilemmas: dilemmas of pedagogy, teacher-student relations, and beliefs and values. Sharing dilemmas and conflicts with my students through using selected articles and real world problems for classroom discussion has been an effective means of explaining why we sometimes make decisions contrary to our own beliefs and values.

Promoting Moral Education through Blended Cultures in Teaching English as an International Language in Multi-cultural Settings

Presenter: SUKARNO, Yogyakarta State University, Indonesia

Presentation I.D.2

Language as a cultural product of a particular society is a means of communicating other cultural products that are closely related to morals. Teaching and learning a language, including teaching and learning English as an international language (TEIL), cannot be conducted in a vacuum but can include moral values. However, as English is an international language and there are many people from culturally diverse backgrounds involved in using English communication, serious impediments will appear if there is only one culture integrated in TEIL. The wise way to proceed in TEIL is for English teachers to integrate a blend of cultures into learning materials and activities which simultaneously can be employed as accoutrements for moral education. This paper attempts to discuss how to promote moral education through blended cultures in TEIL in multi-cultural settings. The suggested phases to follow are (1) providing students with input texts about cultures consisting of moral values, (2) discussing the contents and language elements related to moral values, (3) producing new texts relating to students' and others' cultures, and (4) accentuating moral education through drawing on the values embedded in texts. The result of this TEIL model is that students display good morality in international relationships.



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YOGYAKARTA STATE UNIVERSITY
26 - 30 June 2013



NURTURING MORAL VALUES THROUGH SHARING DILEMMAS AND CONFLICTS

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MORALITY

The term “morality” can be used either

1. *descriptively* to refer to a code of conduct put forward by a society or,
 - a. some other group, such as a religion, or
 - b. accepted by an individual for her own behavioror
2. *normatively* to refer to a code of conduct that, given specified conditions, would be put forward by **all rational persons**.

(Churchland, 2011:185)

MORAL VALUES

- ◉ Other-caring in social behavior which develops into individual and collective efforts to solve problems that can cause misery and threaten survival.
- ◉ need not involve rules, though they sometimes do; they need not be explicitly stated, but may be implicitly picked up by children learning to get along in their social world, just as they implicitly pick up how to keep a fire going or how to tend goats. (Churchland, 2011)

THE IMPORTANCE OF ROLE MODELS

- ◉ As ELT is profoundly imbued with values, which are interrelated with dilemmas and conflicts (Johnston, 2003),
- ◉ role models are important in nurturing moral values, especially in student-teachers - students who will graduate as EL teachers.

THE NEED FOR TRANSPARENCY

- ◉ Transparency supports faculty and students in implementing high-impact learning and teaching practices while identifying practices that offer the greatest beneficial impact on students' learning (Winkelmes, 2009).
- ◉ Meanwhile, teachers' ability to make reflection is demanded in improving instruction (Henning, Stone & Kelly, 2009). They should reflect not only on their successes in teaching but also the problems they face.

BASIC TEACHERS' COMPETENCIES

- ◉ Understanding the problems in ELT and of EL teachers is important as they will face similar problems in their future profession.
- ◉ While they must be competent professionally and pedagogically, they must also possess personal and social competencies.
- ◉ MORAL VALUES reside in the personal and social competencies.

NURTURING MORAL VALUES

◉ SHARING THROUGH INVOLVEMENT:

THE 5Es INSTRUCTIONAL MODEL

- ENGAGE
- EXPLORE
- EXPLAIN
- ELABORATE
- EVALUATE

THE (MODIFIED) 5ES INSTRUCTIONAL MODEL

◉ (IN THE TEFL METHODOLOGY CLASS - STUDENTS OF SEMESTER 4)

◉ Engage

I told the students one of the problems I faced:
“One of the students I am supervising is unable to complete the undergraduate thesis at the her seventh year. After completing her theory classes, she rarely came for thesis supervision due to her busy time as a part-time teacher in a private school. (She must work to support her study). She submitted a research proposal but never came for consultation. When she had only one semester left to complete her thesis, she came to get the proposal and agreed to revise the first draft.

- - ◉ When she had one month left, she submitted the complete research report without any revision to the first draft of the proposal. Hence, she had to revise the proposal and some unacceptable research procedure. Finally, when she had one week left, she came and said that she was ill and asked for an extension for thesis completion. However, she was unable to provide me with a proof that she was ill. So, I assumed that she had told me a lie. When I checked her achievement index, it was a little below average. What would you do, if you were in my position?

•
The students discussed the issue and came with varied responses but most of them refused the extension for thesis completion.

◉ **Explore**

Without discussing their responses, I gave them an article to read a passage entitled “Peter’s Story” (a reflection of an EL teacher’s experience in dealing with his dilemmas and conflicts related to letting his problematic EFL students).

-

- - ◉Explain

- - ◉Explain

After the students had explored the essence of the story, I explained concepts of values, dilemmas, and conflicts. The significant aspect of this phase is that explanation follows experience.

-

- - ◉Elaborate

- - ◉Elaborate

This phase provides opportunities for students to apply what they have learned to new situations and so develop a deeper understanding of the concept or greater use of the concepts. It is important for students to discuss and compare their ideas with each other during this phase.

- - ◉ **Evaluate**

The final phase provides an opportunity for students to review and reflect on their own learning and new understanding of the concepts. It is also when students provide evidence for changes to their understanding and beliefs as reflected in the final decision in dealing with my problematic student.

CONCLUSION

- ◉ Sharing dilemmas and conflicts with my students through intentional use of a selected article and a real world problem for classroom discussion turned out to be an effective means of explaining why we sometimes make a decision contrary to our own beliefs and values.