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Approaching Problem Solving in Character Education on The Students Of Yogyakarta State University

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**FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS NEGERI YOGYAKARTA**

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Approaching Problem Solving in Character Education on The Students Of Yogyakarta State University

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Indonesia has been confronting a structural character crisis because the crisis has come to all levels of Indonesian society which it causes demoralization in education. Moreover, education has an important role to build up human being to be a characteristic man. Education has been dealing with great challenges to keep running the one of importance of education that is as the creator of Indonesian characteristic generation.

Approach to problem solving is one of the strategies that can be done to integrate character education in the subjects of sociology anthropology and the social science of the basic culture in college. Approach to problem solving can be done in two ways, individually and assign a task in groups. Approach to problem solving ability trains students in critical thinking and creative in understanding the source of the problem and resolve the issue, in particular in the process of the formation of the student's personal character. Approach to problem solving can be done with the approach of action research conducted with the two cycles.

Research results by using approach problem solving in education characters indicate the strengthening value of the character in students which can be assessed from the thematic products from proprietary products and in terms of the appropriateness of the content. Based on the analysis of behavior, this research proves that with the approach of the problems observed from the cycle I and cycle II, there has been a strengthening of personal values in students. It is characterized by the presence of 4 characters in the value cycle I) increased to 6 value in cycle II.

Key word : problem solving, character

Research Background

This paper will explain the result of the research on the character education strategy implemented in Yogyakarta State University, especially in the Sociology-Anthropology of Education class and Basic Social and Cultural Study class. In those classes, the researcher has applied problem solving approach on Character Education continuously in the last two years which has an effective result in strengthening the character values on students. There are some major reasons which made the researcher interested in conducting a research related to character education. It is because the character crisis problem which occurs in the society needs a contribution from scholars to figure out the solution. Educational Institution has a significant and strategic role in overcoming the character crisis. However, in the reality the function of the educational institution has not done maximally yet.

Character education as a conscious and deliberate effort to create an atmosphere as well as the process of potential and learners empowerment has not been run optimally. This is because the practice of education in Indonesia tends to focus on developing the cognitive aspect while soft skills or nonacademic aspects as the main element of character education has not been considered in an optimal and even tends to be ignored. Currently there is a trend that targets academic remains a major goal of educational outcomes, so that the process of character education is still difficult to conduct (Raka, 2006). Institutional activity, more and more stuck to things that are pragmatic and materialistic whereas the institutional culture is also the heart of education (qualitative spirituality). Cultural institutions should be able to build attitudes and traits such as honest, assertive, cautious, confident, thoughtful, brave, polite, passionate, soft, and smooth, friendly attitude, moderate and wise, humble, fair, good practice, love, simple life, obedient and submissive, patiently keeping peace, can trust and be trusted (Darmiyati, 2010:35).

The crisis of human character in Indonesia is shown by the act of self destruction which is getting stronger in the recent days. There is a tendency in Indonesian society that the people have not developed the potential competitiveness optimally when compared to other nations. There is even a tendency of people's behavior to reinforce the horizontal conflicts that undermine national integration. It happens because the values of humanity gets fade away, including the spirit and willingness to grow together peacefully in diversity (Raka, 2007:2). The crisis of character should begin from understanding the causes of the crisis so that the solution to the problem of the crisis could be solved based on the source of the problem.

The role of educational institutions are expected to be more proactive, creative and innovative in designing the learning process which truly capable to give a remarkable contribute to the development of character education. The process of character education should be designed in a holistic and contextual perspective so that it can establish a dialogical-critical thinking in shaping human character in the normative and working-behavior aspects. Therefore, the materials for character forming needs to be designed in a comprehensive manner, so that the result will be more effective in shaping the character of human being.

The character education should be immediately implemented into academic culture that can not be postponed anymore, because the problem of character is in a crisis. As an educational institution, Yogyakarta State University (YSU) should to give contribution to the formation of the character of young people. However, the implementation of character education still needs research in which the

result can empirically implemented appropriately, correctly, creatively and proactively by all elements in the YSU which are capable in forming character of human being.

The development of the character education will not be enough if it is done only by the lecturer who teaches character education class. To develop a strong effect to improve the moral and the behavior of students, it needs a synergy between the various elements that exist in the process of learning in various subjects of study. This research activities is in accordance with the national curriculum, which is now expected to support the character education of the nation program year 2010-2025 which is responded by YSU by developing characters education integrated in the teaching-learning process. YSU keeps trying to give character education content to the students, yet to integrate character education with the study subject is still a testing process conducted by the lecturers so that it can bring an effective influence to the behavior change.

To achieve the aim of the character development of the nation, YSU has begun to develop syllabus consisting character education values. The implementation of the character values has not been entirely done by the lecturers because they still have not found appropriate and effective strategies for character education in Anthropology Sociology of Education and Basic Social and Cultural Study class. Thus, in general the purpose of the research is to find the learning strategies of character education which can be integrated with the subjects that can improve the students' way of thinking and their attitude based on character values .

Formulation of the Problem

1. How the problem solving approach is implemented for character education on the subject study of Sociology-Anthropology of Education and Basic Social and Cultural Study to the students of Yogyakarta State University?
2. Can problem-solving approach strengthen the character values on the students of Yogyakarta State University?

Target and Goal

1. To describe the steps in the character education using the problem solving approach.
2. To explain the result of the action using the problem solving in the character education.

Frame of Thinking

The problems of the character crisis has become a structural problem, thus the character education should be done holistically and contextually. Structurally means that to build the character of the nation start from the family, school, society, and country. The model developed is an attempt to conduct character education in a holistic manner involving the aspects of "knowledge, feeling, loving, and acting" (Ratna, 2005:2). While the contextual aspects associated with the core values which are needed to form the power of character of the nation began to be internalized at all levels of society. With a holistic and contextual approach, it can form the character of people in all levels of life. Thomas Lickona (1991) defines a person of character as the nature of a person in response to a moral situation, which is manifested in concrete actions through behavior that is good, honest, responsible, respect for others as well as other noble characters. Furthermore Thomas Lickona explains that strategy in the character education should describe the dynamic of knowing, feeling, and action. It means that the process of character education should pay attention to those three aspects. Therefore, in developing the character education, we should choose a comprehensive approach.

Character Education needs a comprehensive approach to produce an optimal result. The problem solving approach is a creative way to stimulate the thinking pattern and behavior pattern of the active students. The principle of problem solving approach is to develop the critical analytical ability toward various problems of life, therefore the students are expected to be able to apply the "why" diagram in finding the main reason of a problem and to find the solution through the "how" diagram to apply the analytical ability to the problem which become the discussion matter (WSPK, 2005)

The steps on the "why" diagram aim to: a) give the members of the student group alternative method to know, b) main reason of the problem, c) practice the divergent way of thinking, d) rules, e) suggestions of the causes session. The steps can be done by: choosing the problem and use the "why" diagram to dig the causes of the problem; each divergent step in the 'why' analysis can be achieved by asking "why?"; the answer towards the question "why?" is the causes of the problem because every step is a divergent process, convergent process (similar to the problem choosing, it is needed to determine the more important causes).

In finding the solution of the problem, student can be asked to think using the "how" diagram, it aims to: a) encourage the member to explore in a creative way and to consider various alternative solution and not to jump to "the obvious-seemed solution", b) help the members to determine the specific steps to be taken to apply the solution and to help to formulate the specific action plan, c) help

the members to practice the divergent technique, d) the solution statement and to explore the possible ways to finish the action on every step by asking the question of "how?". Meanwhile, some steps of the activities are: begin by asking "HOW?" in every step of the sequence, convergent process can be used to narrow the alternative list before the next divergent step is taken; the advantage and disadvantage, opportunity, and cost of each alternative are written to ease the more objective process of choosing.

To be able to integrate character education in the Sociology-Anthropology of Education and Basic Social and Cultural Study class, the "problem-solving" approach are used as one of the aspects that are reviewed and investigated during the learning process. Applying the problem-solving approach can improve the habit of students to be more characterized. With the treatment given in the class it is expected that there will be a change of mindset and ways of behavior of the students into a human being with character that has the characteristics as: religious, honest, responsible, care, cooperative, have mutual respect, confidence, respect the diversity, process the spirit of learning and working. The hypothesis of the research is that the problem solving approach in the character education can strengthen the character values in the Yogyakarta State University students' personality.

ReserachMethod

This research applies a research design of class action which tries to review and reflect in-depth on some aspect of teaching and learning activities. The aspects are the participation of students, interaction of student-lecturer, and the interaction among students. The type of classroom action research used in this research is collaborative, that is, those who will take action should also be involved since the beginning of the research process. This research will create a collaboration between researcher and colleagues. Researcher should be in school from the beginning of his research, it is at the time of diagnosing/ analyzing the situation and examining the gap between the real situation and the circumstances wanted, formulating the plan of action, and then taking part in implementing the plan and monitoring it, and then reporting the results.

The variables of this research is problem-solving approach as a variable bound and character education as the independent variable. The setting the action research are students who are taking the Sociology-Anthropology of Education class at Accounting Education Department, Faculty of Social Studies and Basic Social and Cultural Study class, Information Technique Department, Faculty of Engineering, Yogyakarta State University. Those classes were chosen as a research target because

the researchers taught the classes so that actions for the improvement of the learning process, especially in the effort to strengthen the character education can be conducted more intensively.

Finding and Discussion

This study will explain the process of character education which has been applied in the Sociology-Anthropology of Education class and Basic Social and Cultural Study class on YSU students. The data will be explained based on the result of data analysis toward two classes i.e. Sociology-Anthropology of Education class and Basic Social and Cultural Study.

The implementation of character education in Sociology Anthropology Education Social and Cultural Study subject are very exciting to be integrated in YSU, with problem-solving approach, either with a group approach or individual approach it can strengthen student character values. Furthermore, from the results of this study, can be summed up some of the main findings that can be considered as model development effort of the implementation of character education on Sociology-Anthropology of Education and Basic Social and Cultural Study class can be analyzed in terms of process and product . Generally, the steps of the action on cycle I and cycle II which has been applied to the Sociology-Anthropology of Education class and Basic Social and Cultural Study can be described as follow:

Table 1 . Description of the Action Process in Cycle I and Cycle II

Process on Cycle I: Group Approach	Process on Cycle II: Personal Approach
<ul style="list-style-type: none"> a. Create groups of 3-5 students b. Choose a theme to be discussed c. Choose the appropriate theme d. The chosen problem in the process of discussion should be able to instill the character values to other people e. Discuss the theme based on the "Why" diagram to find the main cause of the problem f. Discuss the solution of the problem with "How" diagram g. Group presentations are performed creatively and communicatively in front of the class by turns for about 20 minutes/group h. All the processes are assessed based on the assessment sheet by the lecturer and among the students. 	<ul style="list-style-type: none"> a. Every individual choose the character value which will be explored within them. b. Every individual discuss the problems related to the process of forming the character value within them c. Every individual describe the process of strengthening the character value within them d. Every individual describe the solution in solving the problem in forming the character e. All that is experienced by each individual (a-d) are written in the expressive and communicative language, at least 3 pages, space 1,5 f. The result of the writings are collected by the creative team to be made into a book based on the thematic categorization of the character chosen g. The book was designed creatively into a book entitled 'Membangun Karakter Anak Bangsa' (Building the Character of the Children of the nation) h. All the works of the students are assessed with the assessment sheet

Based on the data analysis that has been done on the cycle I and cycle II in the Sociology-Anthropology of Education class and Basic Social and Cultural Study class which has been implemented to the students of YSU will be explained in the process analysis, behavior analysis, and product analysis to describe that there is a similar tendency that problem solving can be used for character education, especially on those two classes/study subjects.

1. Process Analysis

Analysis on the success of the process of teaching-learning character strategy in the Sociology-Anthropology of Education and Basic Social and Cultural Study class tend to be similar, that there are significant changes from cycle I and cycle II. Based on the process analysis result, it can be concluded that cycle I puts more emphasize on group work, while cycle II emphasize more on individual work. The teaching-learning process by using problem approach encourages the students to be more active in the class in using diagrams why-why to look for the cause of the problem. In this activity, students are required to give ideas in understanding the cause of the problem, as well as understanding the solutions of the problem. Also, in thinking the solution of the problem, each student is also asked to actively participate to give their opinions.

In the group discussion it surely can be ascertained that the problem-solving approach can improve the ability to communicate, cooperate and respect the ideas presented by other individuals in the group discussion. These changes can be observed from the development of personal and academic skills of students through problem-solving approach in the teaching-learning process. Furthermore, through problem-solving approach, the students used to communicate, cooperate, and respect and regard them as an important part of the development of student character. In the second cycle of the teaching-learning process by using individual problem-solving approach can reinforce the character's personality in each student according to his condition.

The process analysis on Sociology-Anthropology of Education class and Basic Social and Cultural Study class shows a similar result i.e. behavior changes of the students which is shown by the increasing score from cycle I and cycle II for about 5 points, besides, the process of writing is very varied in response: some were happy and excited, some need to work hard, some are standard, some are confused to choose the experience. By observing the activity of students from the independent

activities, students can identify and resolve problems personally so that each student can increase personal skill to gradually become a man who has a stronger character.

The continuing process of the character education on the teaching-learning process menunjukkan bahwa sebagian besar students develop well in terms of sensitivity to the dynamics of continuous social life, as well as sensitivity to human relationships, sensitivity to the problems of humanity, sensitivity to the attempt to solve the humanitarian problems, sensitivity to the formation of character values, sensitivity to human differences that can be assessed from the meaning of thematic product in the on the cycle I and cycle II.

2. Behavior Analysis

Based on the behavior change analysis in cycle I and cycle II, it can be concluded that the character education which is integrated to the Sociology-Anthropology of Education class and Basic Social and Cultural Study class shows a similar tendency i.e. behavior change demonstrated by the strengthening of character values of most of the YSU students.

The behavior change was observed from the questionnaire sheet that is given before and after the action. Based on the data analysis result, it can be concluded that there are differences from the pre-action, action on the cycle I and cycle II are the strengthening of awareness of the importance of having character values on each individual. Questions related to the description of the human with character according to students provide the basis for an early understanding for students about character. Students in general have started to have an overview of the characteristics of human with character.

It can also be seen from the results of the assessment in the cycle I and cycle II as shown by the following table. Based on the table 2 , it can be concluded that character education through the activity I the classes carried out the action on the cycle I and cycle II can strengthen the character of students and the number of character values owned by students. The strengthening of the students' character can be done with a group approach and an individual approach. Group approach as have been done in cycle I can enhance the character values that are social as well as the ability to cooperate, communicate, to be responsible, etc. While the individual approach is also needed to strengthen them.

Table 2
The Result of the Pre-test and Post-test After and Before the Action

CV	Sosiology Anthropology of Education (%)						Basic Social and Cultural Study (%)					
	Before			After			Before			After		
	Stable	Fair	Enough	Stable	Fair	Enough	Stable	Fair	Enough	Stable	Fair	Enough
1	9	43	47	51	47	2	15.62	30.4	84.38	69.6	0	0
2	0	89	11	28	72	0	12.5	30.4	87.5	65.2	0	4.3
3	6	45	49	60	38	2	15.6	34.7	78.2	56.5	6.2	8.8
4	47	51	2	58	40	2	25	34.7	75	60.8	0	4.4
5	6	55	40	51	49	0	21.8	17.4	75	82.6	3.2	8.8
6	0	34	66	75	25	0	28.1	17.4	65.6	56.6	6.3	0
7	30	55	15	37	57	6	18.7	8.6	65.6	78.2	15.7	13.01
8	25	47	28	21	70	9	12.5	8.6	65.6	65.2	21.8	26.1
9	9	62	28	32	62	6	15.6	17.4	68.7	0	15.7	0

Primer Data Source, 2011

Note : CV = character value

1.Obedience to pray	4.Caring	7.Self Confidence
2.Honesty	5.Cooperation	8.Appreciation towards Diversity
3.Responsibility	6.Mutual respect	9.Spirit for working and learning

Based on the data above it can be concluded that the character values strengthening on cycle I and cycle II on Sociology-Anthropology of Education class and Basic Social and Cultural Study class can be described as follow:

Tabel 3 :
The Character Values Strengthening on Cycle I and Cycle II on Sociology-Anthropology of Education Class and Basic Social and Cultural Study Class

	Value in Cycle I Group Approach	Value in Cycle II Individual Approach
Sociology-Anthropology of Education	<ol style="list-style-type: none"> 1. Obedience to worship 2. Honesty 3. Confidence 4. Responsibility 	<ol style="list-style-type: none"> 1. Obedience to worship 2. Responsibility 3. Concern 4. Cooperation 5. Mutual respect 6. Confidence
Basic Social and Cultural Study	<ol style="list-style-type: none"> 1. Obedience to worship 2. Honesty 3. Confidence 4. Cooperation 	<ol style="list-style-type: none"> 1. Obedience to worship 2. Responsibility 3. Honesty 4. Care 5. Cooperation 6. Confidence

Primer Data Source, 2011

The conclusion from the table above were analyzed from every process that occurs in the classroom based on the continues social interaction processes throughout the learning process in class, in this case the researchers studied intensively and then observed the behavior changing process that occurs at each session activity. From behavior change in cycle I and cycle II, there has been a change in the reinforcement value of the cycle I from 4 character value to more than 5 character values in cycle II. In addition, both the action cycle I and cycle II there is a tendency that the students enjoy participating in character education in Sociology Anthropology of Education and Basic Social and Cultural Study class due to the perceived changes in themselves.

3. Thematic Product Analysis

Based on the result of the process analysis and behavior change analysis in this research, the assessment toward the product of the students was done, both in a group or individual work based on the problem solving approach. The products made by the students in cycle II are the thematic writing products which tell about the stories of the students' struggle to be individuals who possess good personality and character. The analysis of the group product and individual product are valued based on three aspects as follow: creativity (0-30), Meaning (0-40) dan Language (0-30). In making the

thematic products, students are required to develop the basic concepts that will be developed in a power point. Selection of key concepts are made in accordance with a predetermined theme encourages them to cooperate, communicate, work hard, and have self confidence. The aspects required in making the product is creativity. In the process of making the product, lecturer only gave a description of the tasks to be performed, while the making process is fully determined by the students. In this phase, students are excited to prepare for the task of the group because the students expect to get high scores. The score was directly given after the presentation has finished and the students may fix the product if they did not feel satisfied with their performance. This made the students tried hard to perform optimally and competitively. The students who did not do the presentation were given chance to ask questions and give response because there was participation score for the students who were eager to participate. Generally every group opened 2-3 question and answer sessions and there were about 7-10 students would ask question to each group which were doing the presentation. The situation above occurred in the learning process of the Sociology-Anthropology of Education and basic Social and Cultural Study.

Assessment of the thematic products in cycle I and II have improved, particularly in the aspect of interpreting. In cycle II, the results of an assessment of the student paper gives a stronger meaning for the character education process, both for the students themselves as well as for other students. This is expressed by the majority of students who generally have difficulty to choose a theme related to the journey of his life. Even to choose their writings theme they should think hard, since most students have experienced all the processes associated with the journey of his life, but pick an interesting and impressing story to share with others is part of the learning process that strengthens the process of "the meaning of life " which is hard to do.

Students are generally happy after they have finished writing a piece of the story of their life. The researcher was impressed by some of the writings that can provide lesson for all people that becoming a meaningful and have character is a life time process. Based on the assessment of thematic products in cycle I and cycle II, the researcher obtained the following results:

Table 4
Thematic Analysis of Product Cycle I and Cycle II

Subject	Thematic Product Result	Creativity (0-30)	Meaning (0-40)	Language (0-30)	Total
Sociology-Anthropology Education	Cycle I	22.8	32.35	23.25	78.4
	Cycle II	30	38	28	96
Basic Social and Cultural Study	Cycle I	25	31	28	83
	Cycle II	26	37	30	93

Primer Data Source, 2011

Based on the above table it can be concluded that there is an increased ability of students to make thematic product containing the values of character, particularly from the aspect interpreting. This increase means that in the process of strengthening the character of students needs a personal self-realization related to everyday experience so that the existing values can be more powerful to be part of his personality. Thematic product on character education in Anthropology Sociology of Education and Basic Social and Cultural Study class are useful to be a media for learning activities related to the development of socio-cultural concept, because the explanation delivered on CD is the exposure of human life.

While the paper on "Building Character of the Youth of the Nation" gives a lot of inspiration to others in understanding the dynamics of the youths' life who are struggling to build their identity. Thematic products are assessed from their product feasibility and the presentation feasibility that had improved. The task given in the cycle II was able to move the dynamic behavior of both individually and in groups. Individually, all students should be able to produce the best writing and in group they should be able to motivate their friends to cooperate based on time agreement to collect the writing files to be edited and grouped based on the theme and to be designed into a book.

Table 5
Product Feasibility Assessment

	Siklus	Feasibility of Contents (Character Values) (50-100)										Presentation Feasibility (50-90)			Total	Average
		Aspek	A	B	C	D	E	F	G	H	I	J	K	L		
Sociology- Anthropology of Education	I	79,4	80,7	81,5	80,7	79,4	80,8	80	78,8	80,3	79,7	79,1	79,3	960	80	
	II	84	87	86	86	86	85	87	85	88	88	88	86			1036
Basic Social and Cultural Study	I	77,2	77,3	80,5	78,8	78,7	79,5	79,3	78,6	79	79,3	79,2	78,7	946.1	78.8	
	II	89	83	86	85	85	84	90	82	88	87	88	85			1032

Prime data Source, 2011

Note

A = Obedience to Pray	H = Confidence
B = Honesty	I = Appreciation towards Diversity
C = responsibility	J = Spirit of working and learning
D = Caring	K = Unanimity
E = Caring	L = Creativity
F = Cooperation	M = Argument
G = Mutual Respect	

Based on the assessments above it can be concluded that the action in cycle I and cycle II in the process of character education on Sociology-Anthropology of Education and Basic Social and Cultural Study class to encourage students to think and work creatively. Although the purpose of this research did not specifically to develop the creative aspect, but the outcome of the character education process can develop the dimensions of creative thinking needed by people in facing the challenges of the ever-changing community life. On the other hand, by having the creative capital students will be able to develop their potential optimally. Optimization in the self-potential development is one of the aspects that are really needed by students to be able to develop the competitive dimension which still based on character values. In this action, cycle II was considered successful because the value is more than 80.

V. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation above, it can be concluded that character education can be implemented to the Sociology-Anthropology of Education and Basic Social and Cultural Study class with the approaches of the problems based on the findings below:

1. The problem solving approach can be done with group approach and personal approach.
2. Process Analysis, this research proves that by the approach of the problem in the character education process, the learning of Sociology-Anthropology of Education and Basic Social and Cultural Study class can improve the students' social sensitivity.
3. Product Analysis, the result of this research proves that with a good approach both solved with group approach in cycle I and individual approach in cycle II can strengthen the value of character on the students' personality.
4. Behavior Analysis, this study proves that the approach to the problems observed from the cycle I and cycle II has increased in the personal values on the students which are marked with the characters values in the cycle I was 4 values increased into 6 values on the cycle II .

B. Suggestion

The results of this study can be taken into consideration for the YSU to develop a character education model to be more creative, innovative, which can be implemented into any subject. In particular, for the MKDK subjects i.e. Sociology-Anthropology of Education and Basic Social and Cultural Study class as one of the alternatives for creative and innovative education.

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March 31, 2012

The Asia-Pacific Network for Moral Education (APNME)
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Dear Siti Irene Astuti D,

As Dean of College of Education, National Chung Cheng University and the Conference Committee, I would like to thank you for submitting an abstract for the APNME Conference on *Research and Practice in Moral Education: Reflection, Dialogue & Interaction* being held in Chiayi, Taiwan, 15-17 June 2012.

I am pleased to advise you that your abstract:

Abstract Title: Approaching Problem Solving In Character Education On The Students Of Yogyakarta State University
has been accepted as a [Paper] Presentation.

Please read the following important information about your participation in the Conference:

Confirmation of Attendance

- To confirm your attendance you will need to **pre-register** for the Conference **online** by **20 April 2012**. If you have not completed pre-registration online by 25 April 2012, **your name will be removed from the conference programme**.
- Payment of the conference registration fees (as stated on the conference website) is required to pay in advance; an early-bird rate is available for those who have pre-registered as above.
- **You are responsible for booking your own accommodation**. The Conference Local Organising Committee recommends the Nice Prince Hotel and has made arrangements for an early-bird rate to be available for bookings made by **10 April 2012**. The Hotel is holding rooms for the Conference until that date but cannot promise availability after 10 April 2012. Alternative accommodation is also available at the guest house on the University campus. You may make a booking for either the hotel or the guest house via <http://apnme.org/2012>.



- If there is a change in the presenting author, please contact Dr. Yen-Hsin CHEN at apnme2012@gmail.com and advise the name and email address of the new presenter(s). Please also contact him if you have any questions regarding this letter.

Notes about your presentation

A preliminary programme will be available on the conference website in April 2012 and we will contact you again in due course with Briefing Notes regarding your presentation and its time and date. We assume that you will be present for the entire conference and trust that you will understand that we cannot undertake to offer a presentation slot at a particular time.

I look forward to welcoming you to Chiayi in June! In the meantime, please do visit the conference website for further information about the Conference and travel to Chiayi and be sure to make any necessary and appropriate visa and travel insurance arrangements.

Yours sincerely

Ching-tien TSAI

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**Approaching Problem Solving in Character Education
on The Students Of Yogyakarta State University
Indonesia**

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Research Background (1)

- There are some major reasons which made the researcher interested in conducting a research related to character education.
- The character crisis problem which occurs in the society needs a contribution from scholars to figure out the solution.
- Educational Institution has a significant and strategic role in overcoming the character crisis. However, in the reality the function of the educational institution has not done maximally yet.



Research Background (2)



- Character education as a conscious and deliberate effort to create an atmosphere as well as the process of potential and learners empowerment has not been run optimally.
- The practice of education in Indonesia tends to focus on developing the cognitive aspect while soft skills or nonacademic aspects as the main element of character education has not been considered in an optimal and even tends to be ignored.

Research Background (3)



- Currently there is a trend that targets academic remains a major goal of educational outcomes, so that the process of character education is still difficult to conduct (Raka, 2006).
- Institutional activity, more and more stuck to things that are pragmatic and materialistic whereas the institutional culture is also the heart of education (qualitative spirituality).





Research Background (4)

- Cultural institutions should be able to build attitudes and traits such as :

honest, assertive, cautious, confident, thoughtful, brave, polite, passionate, soft, and smooth, friendly attitude, moderate and wise, humble, fair, good practice ,love, simple life, obedient and submissive, patiently keeping peace, can trust and be trusted (Darmiyati, 2010:35).

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Research Background (5)



- The crisis of human character in Indonesia is shown by the act of self destruction which is getting stronger in the recent days.
- The people have not developed the potential competitiveness optimally when compared to other nations.
- There is even a tendency of people's behavior to reinforce the horizontal conflicts that undermine national integration.



Research Background (6)

The role of educational institutions are expected to be more proactive, creative and innovative in designing the learning process which truly capable to give a remarkable contribute to the development of character education.

- The process of character education should be designed in a holistic and contextual perspective so that it can establish a dialogical-critical thinking in shaping human character in the normative and working-behavior aspects.
- Therefore, the materials for character forming needs to be designed in a comprehensive manner, so that the result will be more effective in shaping the character of human being.



Research Background (7)

- To develop a strong effect to improve the moral and the behavior of students, it needs a synergy between the various elements that exist in the process of learning in various subjects of study.
- This research-activities is in accordance with the national curriculum, which is now expected to support the character education of the nation program year 2010-2025 which is responded by YSU by developing characters education integrated in the teaching-learning process.

Formulation of the Problem

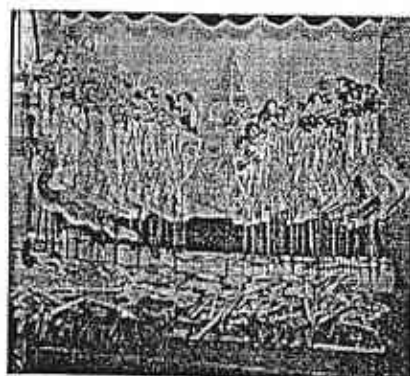


1. How the problem solving approach is implemented for character education on the subject study of Sociology- Anthropology of Education and Basic Social and Cultural Study to the students of Yogyakarta State University?
2. Can problem-solving approach strengthen the character values on the students of Yogyakarta State University?



Target and Goal

1. To describe the steps in the character education using the problem solving approach.
2. To explain the result of the action using the problem solving in the character education.



Frame of Thinking (1)



- The problems of the character crisis has become a structural problem, thus the character education should be done holistically and contextually.
- Structurally means that to build the character of the nation start from the family, school, society, and country.
- The model developed is an attempt to conduct character education in a holistic manner involving the aspects of "knowledge, feeling, loving, and acting" (Ratna, 2005:2).



Frame of Thinking

- Character Education needs a comprehensive approach to produce an optimal result.
- The problem solving approach is a creative way to stimulate the thinking pattern and behavior pattern of the active students.
- The principle of problem solving approach is to develop the critical analytical ability toward various problems of life, therefore the students are expected to be able to apply the "why" diagram in finding the main reason of a problem and to find the solution through the "how" diagram to apply the analytical ability to the problem which become the discussion matter



Frame of Thinking (2)

The steps on the "why" diagram aim to:

1. give the members of the student group alternative method to know,
2. main reason of the problem,
3. practice the divergent way of thinking,
4. Rules
5. suggestions of the causes session.

The steps can be done by: choosing the problem and use the "why" diagram to dig the causes of the problem; each divergent step in the 'why' analysis can be achieved by asking "why?";

the answer towards the question "why?" is the causes of the problem because every step is a divergent process, convergent process (similar to the problem choosing, it is needed to determine the more important causes).

Frame of Thinking (3)



In finding the solution of the problem, student can be asked to think using the "how" diagram, it aims to:

1. encourage the member to explore in a creative way and to consider various alternative solution and not to jump to "the obvious-seemed solution",
2. help the members to determine the specific steps to be taken to apply the solution and to help to formulate the specific action plan,
3. help the members to practice the divergent technique,
4. the solution statement and to explore the possible ways to finish the action on every step by asking the question of "how?".

Meanwhile, some steps of the activities are: begin by asking "HOW?" In every step of the sequence, convergent process can be used to narrow the alternative list before the next divergent step is taken; the advantage and disadvantage, opportunity, and cost of each alternative are written to ease the more objective process of choosing.

Research Method (1)



- This research applies a research design of class action which tries to review and reflect in-depth on some aspect of teaching and learning activities.
- The aspects are the participation of students, interaction of student-lecturer, and the interaction among students. The type of classroom action research used in this research is collaborative, that is, those who will take action should also be involved since the beginning of the research process.
- This research will create a collaboration between researcher and colleagues. Researcher should be in school from the beginning of his research, it is at the time of diagnosing/ analyzing the situation and examining the gap between the real situation and the circumstances wanted, formulating the plan of action, and then taking part in implementing the plan and monitoring it, and then reporting the results.

Research Method (2)



- The variables of this research is problem-solving approach as a variable bound and character education as the independent variable.
- The setting the action research are students who are taking the Sociology-Anthropology of Education class at Accounting Education Department, Faculty of Social Studies and Basic Social and Cultural Study class, Information Technique Department, Faculty of Engineering, Yogyakarta State University.



Finding and Discussion (1)

- The implementation of character education in Sociology Anthropology Education Social and Cultural Study subject are very exciting to be integrated in YSU, with problem-solving approach, either with a group approach or individual approach it can strengthen student character values.

Finding and Discussion (2)



- Implementation of character education on Sociology-Anthropology of Education and Basic Social and Cultural Study class can be analyzed in terms of **process** and **product** .
- The steps of the action on cycle I and cycle II which has been applied to the Sociology-Anthropology of Education class and Basic Social and Cultural Study can be described as follow:

Process on Cycle I : Group Approach



1. Create groups of 3-5 students
2. Choose a theme to be discussed
3. Choose the appropriate theme
4. The chosen problem in the process of discussion should be able to instill the character values to other people
5. Discuss the theme based on the "Why" diagram to find the main cause of the problem
6. Discuss the solution of the problem with "How" diagram
7. Group presentations are performed creatively and communicatively in front of the class by turns for about 20 minutes/group
8. All the processes are assessed based on the assessment sheet by the lecturer and among the students.



Process on Cycle II: Personal Approach

1. Every individual choose the character value which will be explored within them.
2. Every individual discuss the problems related to the process of forming the character value within them
3. Every individual describe the process of strengthening the character value within them
4. Every individual describe the solution in solving the problem in forming the character
5. All that is experienced by each individual (a-d) are written in the expressive and communicative language, at least 3 pages, space 1,5
6. The result of the writings are collected by the creative team to be made into a book based on the thematic categorization of the character chosen
7. The book was designed creatively into a book entitled 'Membangun Karakter Anak Bangsa' (Building the Character of the Children of the nation)
8. All the works of the students are assessed with the assessment sheet

1. Process Analysis



Process Analysis (1)

- students are required to give ideas in understanding the cause of the problem, as well as understanding the solutions of the problem.
- the solution of the problem, each student is also asked to actively participate to give their opinions.



Process Analysis (2)



- In the group discussion it surely can be ascertained that the problem-solving approach can improve the ability to communicate, cooperate and respect the ideas presented by other individuals in the group discussion. These changes can be observed from the development of personal and academic skills of students through problem-solving approach in the teaching-learning process.
- Furthermore, through problem-solving approach, the students used to communicate, cooperate, and respect and regard them as an important part of the development of student character.
- In the second cycle of the teaching-learning process by using individual problem-solving approach can reinforce the character's personality in each student according to his condition.



Process Analysis (3)

- The continuing process of the character education on the teaching-learning process.
- The students develop well in terms of sensitivity to the dynamics of continuous social life, as well as sensitivity to human relationships, sensitivity to the problems of humanity, sensitivity to the attempt to solve the humanitarian problems, sensitivity to the formation of character values, sensitivity to human differences that can be assessed from the meaning of thematic product in the on the cycle I and cycle II.

Behavior Analysis (1)



- The behavior change was observed from the questionnaire sheet that is given before and after the action. Based on the data analysis result, it can be concluded that there are differences from the pre-action, action on the cycle I and cycle II are the strengthening of awareness of the importance of having character values on each individual.
- Questions related to the description of the human with character according to students provide the basis for an early understanding for students about character.
- Students in general have started to have an overview of the characteristics of human with character.

Tabel 3 :
The Character Values Strengthening on Cycle I and Cycle II on Sociology-Anthropology of Education, Class and Basic Social and Cultural Study Class

	Value in Cycle I Group Approach	Value in Cycle II Individual Approach
Sociology Anthropology of Education	<ol style="list-style-type: none"> 1. Obedience to worship 2. Honesty 3. Confidence 4. Responsibility 	<ol style="list-style-type: none"> 1. Obedience to worship 2. Responsibility 3. Concern 4. Cooperation 5. Mutual respect 6. Confidence
Basic Social and Cultural Study	<ol style="list-style-type: none"> 1. Obedience to worship 2. Honesty 3. Confidence 4. Cooperation 	<ol style="list-style-type: none"> 1. Obedience to worship 2. Responsibility 3. Honesty 4. Care 5. Cooperation 6. Confidence



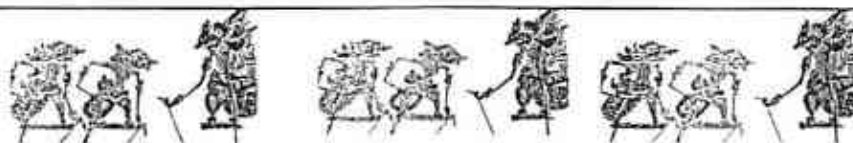
Thematic Product Analysis

- Product of the students was done, both in a group or individual work based on the problem solving approach.
- The products made by the students in cycle II are the thematic writing products which tell about the stories of the students' struggle to be individuals who possess good personality and character.
- The analysis of the group product and individual product are valued based on three aspects as follow: creativity (0-30), Meaning (0-40) dan Language (0-30). In making the thematic products, students are required to develop the basic concepts that will be developed in a power point.
- Selection of key concepts are made in accordance with a predetermined theme encourages them to cooperate, communicate, work hard, and have self confidence.
- The aspects required in making the product is creativity.

Thematic Product Analysis



- Assessment of the thematic products in cycle I and II have improved, particularly in the aspect of interpreting.
- In cycle II, the results of an assessment of the student paper gives a stronger meaning for the character education process, both for the students themselves as well as for other students.
- This is expressed by the majority of students who generally have difficulty to choose a theme related to the journey of his life.
- They should think hard, since most students have experienced all the processes associated with the journey of his life, but pick an interesting and impressing story to share with others is part of the learning process that strengthens the process of "the meaning of life " which is hard to do.



- This increase means that in the process of strengthening the character of students needs a personal self-realization related to everyday experience so that the existing values can be more powerful to be part of his personality.
- Thematic product on character education in Anthropology Sociology of Education and Basic Social and Cultural Study class are useful to be a media for learning activities related to the development of socio-cultural concept, because the explanation delivered on CD is the exposure of human life.



- Students are generally happy after they have finished writing a piece of the story of their life.
- The researcher was impressed by some of the writings that can provide lesson for all people that becoming a meaningful and have character is a life time process.
- Based on the assessment of thematic products in cycle I and cycle II, the researcher obtained the following results:

Table 4
Thematic Analysis of Product Cycle I and Cycle II

Subject	Thematic Product Result	Creativity (0-30)	Meaning (0-40)	Language (0-30)	Total
Sociology Anthropology of Education	Cycle I	22,8	32,35	23,25	78,4
	Cycle II	30	38	28	96
Basic Social and Cultural Study	Cycle I	25	31	28	83
	Cycle II	26	37	30	93

Prima data Source, 2011

Table 5
Product Feasibility Assessment

	Cycle	Feasibility of Contents (Character Values) (50-100)	Presentation Feasibility (50-90)	Total	Average
Sociology Anthropology of Education	I	721,8	238,1	959,9	80
	II	774	262	1036	86,3
Basic Social and Cultural Study	I	657	237,2	894,2	74,51
	II	772	260	1032	86



- It can be concluded that the action in cycle I and cycle II in the process of character education on Sociology-Anthropology of Education and Basic Social and Cultural Study class to encourage students to think and work creatively.
- Although the purpose of this research did not specifically to develop the creative aspect, but the outcome of the character education process can develop the dimensions of creative thinking needed by people in facing the challenges of the ever-changing community life.
- On the other hand, by having the creative capital students will be able to develop their potential optimally.
- Optimization in the self-potential development is one of the aspects that are really needed by students to be able to develop the competitive dimension which still based on character values.



Conclusion

1. The problem solving approach can be done with group approach and personal approach.
2. Process Analysis, this research proves that by the approach of the problem in the character education process, the learning of Sociology-Anthropology of Education and Basic Social and Cultural Study class can improve the students' social sensitivity.
3. Product Analysis, the result of this research proves that with a good approach both solved with group approach in cycle I and individual approach in cycle II can strengthen the value of character on the students' personality.
4. Behavior Analysis, this study proves that the approach to the problems observed from the cycle I and cycle II has increased in the personal values on the students which are marked with the characters values in the cycle I was 4 values increased into 6 values on the cycle II

Suggestion



- The results of this study can be taken into consideration for the YSU to develop a character education model to be more creative, innovative, which can be implemented into any subject.
- In particular, for the MKDK subjects i.e. Sociology- Anthropology of Education and Basic Social and Cultural Study class as one of the alternatives for creative and innovative education.

2

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Day 4. Monday 18th June
Optional Tour

Time	Activity	
8:30am	NICE Prince Hotel Lobby Pick up	
8:50am	CCU Guest House, National Chung Cheng University Pick up (Guests for Taipei or Airport, please prepare your luggage with you.)	
8:50am-10:10am	Travel to Sun Moon Lake, Nantou County	
10:10am-11:00am	Sun Moon Lake - Xiang-Shan Tourist Center (向山遊客中心)	
11:00am-11:20am	Travel to Formosan Aboriginal Cultural Village (九族文化村)	
11:20am	Arrive at the Formosan Aboriginal Cultural Village	Formosan Aboriginal Cultural Village
12:30pm-1:30pm	Lunch in the Restaurant (水沙連麗宮餐廳)	
2:00pm-3:00pm	Sun Moon Lake Ropeway (Cable Car)(日月潭纜車)	
3:00pm-5:00pm	See the Aboriginal Cultural Performances	
5:00pm-6:20pm	Bus A: Travel to Chiayi (It will take 80 mins)	
5:00pm-5:40pm	Bus B: Travel to Taichung (台中) High Speed Rail Station (It will take 40 mins)	

**Programme for the Seventh Annual Conference
The Asia-Pacific Network for Moral Education**
College of Education Building II, National Chung Cheng University (CCU)
15-17 June, 2012

Thursday, 14 June

Time	Content
10:00am-10:00pm	Early Registration Guest House (Tsu-Yuan Building 致遠樓), CCU & NICE Prince Hotel Lobby
6:30pm-8:00pm	CCU Welcome Dinner for Keynote Speakers & APNME Committee Members
8:00pm-10:00pm	APNME Pre-conference Committee Meeting
	NICE Prince Hotel The 17th Floor HINOKI Restaurant (紅檜廳)

Friday, 15 June

School Visit to Sing Chia Elementary School (嘉義市興嘉國小)

Time	Program	Hosts	Note	Place
8:30am	Those staying at the CCU GUEST HOUSE gather at Guest House Door for pick up			
8:40am	Those staying at the NICE PRINCE HOTEL gather at NICE Hotel Lobby for pick up			
9:20am-9:35am	Welcome Ceremony (Song: Fantasia)	Principal Mr. Huo-Chuan CHEN (陳火川校長)	School Band conducted by Ms. Su-An CHENG	Stadium
9:35am-9:40am	Move to English Village (Situated English Learning Classrooms)			
9:40am-10:20am	Restaurant	Ms. Lori	1. Guests are divided into four groups per theme room. Each item takes 10 minutes. 2. Guests rotate to different rooms.	English Village
	Chiayi City - My Hometown	Ms. Natalie		
	Story Corner	Ms. Maria		
	Theater	Ms. Cynthia		
10:20am-10:40am	Tea Time	Director of the General Affairs		English Village
10:40am-10:50am	Move to the classroom			
10:50am-11:10am	Demonstration Topic: WE ARE ONE	Director of Academic Affairs Ms. MA & Section Chief of Discipline Mr. YOUNG		4F Audio visual classroom
11:10am-12:00pm	Discussion and Lunch time	Principal, Mr. Huo-Chuan CHEN & Dr. Yen-Hsin CHEN		3F Audio visual classroom
12:00pm	Farewell & Move to CCU	Principal, Mr. Huo-Chuan CHEN		School Gate

Day 1. Friday, 15 June

Time	Place	Content	Affiliation	Chair
8:30am-5:00pm	3 F Lobby	Registration	F3, Lobby, College of Education Building II, National Chung Cheng University	
9:30am-12:00pm		School Visit	Sing Chia Elementary School, Chiayi City	
12:00pm - 1:00pm	I32	Lunch	The School Visit Tour have their lunch boxes at Sing Chia Elementary School Local Guests and staffs have Lunch boxes at CCU	
1:00pm-1:30pm	I31	Opening Ceremony & Welcome	President, National Chung Cheng University	Jyh-Yang WU
			Chair, APNME & Association for Living Values Education	Chris DRAKE
			Honorary President of APNME & Former Editor of <i>Journal of Moral Education</i>	Monica TAYLOR
			Dean, College of Education, CCU	Ching-Tien TSAI
			Chair, Local Conference Organizer, CCU	Ming-Dih LIN
			Director, Graduate Institute of Educational Administration and Policy Development, National Chiayi University	Yueh-Chun HUANG
1:30pm - 2:20pm	I31	Keynote Speech I	On Reasonable Moral Education Jiaw OUYANG, Emeritus Professor, National Taiwan Normal University, Taiwan <i>Translator: Dr. Jessica Ching-Sze WANG</i>	Chair: Angela Chi-Ming LEE, Professor, National Taiwan Normal University, Taiwan
2:20pm - 3:10pm		Keynote Speech II	Reflections on the Field of Moral Education and Some Suggestions for Future Directions Monica TAYLOR, Honorary President of APNME & Former Editor of <i>Journal of Moral Education</i> , UK	
3:10pm - 3:30pm		Group Photos	Gather promptly outside the main gate, then move to the Auditorium Hall	
3:30pm - 4:30pm	F1	Tea Break & Poster Sessions	Posters : <i>Chairs:</i> Xiao-Lei WANG, Pace University, USA & Shuping TZENG, National Chung Cheng University, Taiwan 1. Yung-Shiang CHEN, "A Teacher's Action Research on Moral Motivations of 6th Graders Classroom Management" 2. Pei Yu LEE, "Exploration about Domination Knowledge in Cyberspace and its Implication for Education" 3. Jen Yuan YANG, "Environmental Justice and Civic Education: A Case Study on the Issue of Hushan Reservoir in Taiwan" 4. Yuko HASHIMOTO & Yuichi TODA, "Reasons for Tolerating Peers Who Don't Share the Clean-up Jobs: Applying Justice and Tolerance by Young Children" 5. Kun-Chen CHEN, "A Survey on Senior High School Students' Attitudes, Functions and Values after Implementation of Service-Learning in Taichung City" 6. Chi-Hua CHU, (<i>in German</i>) "Global denken, lokal handeln. Die Ermoglichung zur Solidaritaetsfaehigkeit hinsichtlich der internationalen Bildungspolitik in Taiwan" 7. Hsing-Jhong Elementary School, "The Community of Teaching Practice on Character Education"	
			APNME 2013 Conference Promotion, by Yogyakarta State University, Indonesia	
			Moral Practice Stand, by Hsing-Jhong Elementary School (興中國小), Chiayi County	
			A Mini Art Exhibition, by Dr. Chau-Jin Hu, Assistant Professor, Center for General Education, Tzu Chi University, Taiwan (<i>the painter of the APNME 2012 posters</i>) This will be in Room 332 (the Guest Lounge)	

Day 1. Friday, 15 June (continued)

Time	Place	Presenters	Presentations	Chairs
Parallel Session 1				
Session 1-A Issues on Moral Education				
4:30pm-6:00pm	131	Nobumichi IWASA	Morality's Approach to Moral Education	<i>Chair:</i> Kristján KRISTJÁNSSON, Professor, University of Iceland, Iceland
		Nur Surayyah Madhubala ABDULLAH	Is It Enough?: Shared Values in Educating for a Morally Cohesive Society	
		Shuo-Pin SHEN & Wen-San HUANG	The Influence of Ethical Ideology, Positive Psychology, Work Stress on Life Adjustment of Junior High Teachers	
Session 1-B Issues of Values Education				
4:30pm-6:00pm	135	Inderjit Singh JASWAL	Values Education in India: A Challenge in Transitions	<i>Chair:</i> Kun Setyaning ASTUTI, Professor, Yogyakarta State University, Indonesia
		Mei-Yee WONG	The Implementation of Values Education in Schools: A Case Study of Two Primary Schools in Hong Kong	
		Kyung -Won SON	A New Model of Moral Identity for Korean Moral Education: Its Application and Implications	
Session 1-C The Ethics of Care in Practice				
4:30pm-6:00pm	234	Chih-Cheng HUNG & Song-Hua TSAI	Occasional Written Feedback as a Way of Caring and Empowerment in Dealing with both a Teacher's and Students' Identity	Mayumi NISHINO, National Institute for Educational Policy Research, Japan
		Cheng-Kuang HO	A Study of Nurse Students' Reflection on Participating the Service-Learning Course - A View Point of Care Ethics	
		Yoshiro KANEMATSU	Individuals and Society: Encouraging Students' Social Independence in Japanese Senior High School Education	
Session 1-D Citizenship Education and Textbook Issues				
6:00pm-7:00pm	336	Nunik SUGESTI	Designing a Moral Education-Based Textbook: An Alternative Model for Integrating Moral Education in English Language Teaching	Yun-Feng LIN, Associate Professor, National Chung Cheng University, Taiwan
		PENG Xiao-Lan, YU Lujun & LI Ping	On the Reflection of Citizenship Cultivation in Mainland China	
		XU Ruifang	Reforming National Character: the Development of Chinese Citizenship Education in the Earlier Time	
6:00pm-7:00pm	1F Lobby	Dinner Buffet (1st Lobby & Room 132)		
7:00pm-8:30pm	335	APNME Annual General Meeting APNME 2013 Promotion by Yogyakarta State University, Indonesia		

Day 2. Saturday, 16 June

Time	Place	Presenters	Presentations	Chairs
8:30am-5:00pm	3 F Lobby	Registration	College of Education Building II, National Chung Cheng University	
9:00am-10.30am	Parallel Session 2			
	Session 2-A Moral and Character Education in Taiwan			<i>Chair</i>
	131	Chin-Kuo WANG	Case Study of an Excellent Elementary School in Character Education	Derek PATTON, University of Melbourne, Australia
		Kim HINRICHSEN	To Punish or Not to Punish?—the Controversy over Corporal Punishment in Taiwan's Schools and Implications for Moral Education	
		Chi-Shun LIEN & Yen-Hsin CHEN	The Effect of Moral Instruction in Taiwan: A meta-analysis	
	Session 2-B Psychology and Moral Education			<i>Chair</i>
	135	YU Dahuai & LIU Jing	Walker's Theory of Moral Personality and Its Inspiration	Yuhsuen TZENG, Associate Professor, National Chung Cheng University, Taiwan
		Xiao-lei WANG	Teaching Social Competence through Situational –Appropriate Deception: Practices in Chinese Working-Class Families	
		Hee-Sun CHANG & Yong-Lin MOON	Analysis of the Difference of Koreans' Recognition of the Concept of Honesty among Different Age Groups	
	Session 2-C Narrative and Moral Education			<i>Chair</i>
	234	Dorrie HANCOCK	Using the <i>Listening Guide</i> to Analyse Moral Education Experience	Jessica Ching-Sze WANG, National Chiayi University, Taiwan
		Inderjit Singh JASWAL	The Child as an Agent of Change in the Community	
Husni RAHIM & Maïla Diniã Husni RAHIM		The Use of Children's Literature as Moral Education For Young Children		
Session 2-D Moral Leadership in Society and in School			<i>Chair</i>	
336	Feng-I FENG	Professional Ethics Teaching in Taiwanese Higher Education	Li-Wei WANG, Lecturer, National Taitung University, Taiwan	
	XU Shuqin	Moral Education Directors' Leadership in Moral Education in Shanghai		
	Nur Surayyah Madhubala ABDULLAH	Muslim Trainee Teachers Ways of Experiencing and Understanding Moral Education as a School Subject		
10:30am-11:00am		Tea Break		
11:00am-12:00pm	131	Keynote Speech III	A Neo-Kohlbergian Approach to Morality Research Stephen J. THOMA, Professor, University of Alabama, USA	Nobumichi IWASA, Professor, Reitakku University, Japan
12:00pm-1:00pm	F 1 132	Lunch		
1:00pm-3:00pm	131 (A)	Keynote Speech IV	Virtue Ethics, Virtue Education and Psychology's Fear of Normativity Kristján KRISTJÁNSSON, Professor, University of Iceland, Iceland	Chris DRAKE, Chair of APNME, Hong Kong
		Keynote Speech V	Precariousness, Insecurity, and Frailty in Modern Societies – Consequences for Moral Education WINKLER, Professor, Friedrich – Schiller University Jena, Germany	Kohtaro KAMIZONO, Professor, Nagasaki University, Japan
3:00pm-3:20pm		Tea Break		

Day 2. Saturday, 16 June (continued)

Time	Place	Presenters	Presentations	Chairs
Parallel Session 3				
Session 3-A Philosophical Issues and Moral Education				<i>Chair:</i>
3:20pm-4:50pm	131 (A)	Glen COTTON	Education as a Quest for Truth, Beauty and Goodness	Ruyu HUNG, Professor, National Chiayi University, Taiwan
		Yachieh YANG	When Emile Durkheim meets Leo Tolstoy: A Contrast of the Meaning of Discipline as Moral Education	
		Muthualagan S/O THANGAVELLU	The Concept of Moral Person: <i>Dharmasastras</i> in a Global World	
Session 3-B Moral Learning				<i>Chair:</i>
3:20pm-4:50pm	135	Hsiou-huai WANG	A Halo Effect of Academic Achievement on Moral Conduct in School in a Chinese Cultural context	Indejit Singh JASWAL, Director, Action Research Institute for Human and National Transformation, India
		Siti Irene ASTUTI D	Approaching Problem Solving in Character Education of The Students of Yogyakarta State University	
		Shu-Hua HU & Li-Han LAN	An Experimental Study of Deliberative Learning on Taiwanese Middle Students' Civic Virtue	
Session 3-C Cultural and Philosophical Issues				<i>Chair:</i>
3:20pm-4:50pm	234	Priyanka AERI	Closed Cultural Groups: Tamed Moral Education	Gustav Kwok-Keung YEUNG, The Chinese University of Hong Kong, Hong Kong
		SHAO Long-Bao	Chinese Moral Culture: From Traditional Concept to Modern Application	
		Meiyao WU	Reflection on the Descriptions of Moral Standards of Others: A Case Study of Women in the Chinese Social Context	
Session 3-D Moral Education in Malaysia				<i>Chair:</i>
3:20pm-4:50pm	336	Yu Hsien YEH	The Development of Moral Education in Malaysia from 1980s to the Present: The Case of Moral Education Curriculum Syllabus Analysis in KBSR (<i>Kurikulum Bersepadu Sekolah Rendah</i> , New Primary School Curriculum) and KSSR from the Perspective of Nation-Building	Nur Surayyah Madhubala ABDULLAH, University Putra Malaysia, Malaysia
		Vishalache BALAKRISHNAN	Using Real-life Moral Dilemma Discussion (Re-LIMDD) to Teach Moral Education	
		Lee Hoon CHANG	Reflections on Life Goals of University Students	
4:50pm-6:20pm	Preparation for Banquet		5:00pm Bus to NICE Prince Hotel 5:50pm Bus to NICE Prince Hotel for the Guest House Participants	
6:30pm-8:00pm	Cultural Activities & Banquet at NICE Prince Hotel		Dance of Tung Blossoms in Chiayi - Hakka Performance & English Readers Theater—The Lion and His Friends by pupils from Affiliated Experimental Elementary School of National Chiayi University	Facilitators Chao-jung CHEN MA student, CCU
8:00pm-8:30pm			Aboriginal Dance - by aboriginal people from Jian-Yu Transportations Co. 5 songs -"Villages in High Mountains", "Good Friends", "A nanasi A Nane", "From now on-celebration of war victory", and "We are a Family"	

Day 3. Sunday 17th June

Time	Place	Content	Affiliation	Chair
8:30am-5:00pm	3 F Lobby	Registration	College of Education Building II, National Chung Cheng University	
		Parallel Session 4		
		Session 4-A Moral Theory and Education		
				<i>Chair</i>
	131	GAO Guoxi	Kant's Virtue Theory and Its Implications for Moral Education	Feng-Jihu LEE, Professor, National Chung Cheng University, Taiwan
		Maria Riza L. BONDAL & Concepcion NAVAL	The Marks of a Morally Educated Person: R.S. Peters's Dialectic Synthesis on the Purpose of Moral Education	
		Yung-ming SHU	The Importance and Ambiguity of Moral Motivation in Moral Education	
		Session 4-B Life Education and Moral Pedagogy		
				<i>Chair</i>
9:00am - 10:30am		Wing-Kwan (Anselm) LAM & Wai-Keei (Paul) LAU	Life and Death Education and Death Awareness — A Qualitative Investigation of the Effect of a Life and Death Education Course on Hong Kong College Students	Xiao-lei WANG, Professor, Pace University, USA
	135	Wan-Jen CHANG	The Study of Relationship between Spirituality and Teaching Effectiveness of Life Education for Elementary School Teachers	
		Kohtaro KAMIZONO, Yen-Hsin CHEN, Makoto NAGATA, Ping-Liang PENG, Yu-Sheng CHANG & Kanji UECIH,	Moral Education through an International Lesson Plan between Japan and Taiwan –Mutual Support for Life	
		Session 4-C E-learning & Moral Education		
				<i>Chair</i>
	234	Chin-Chueh WANG	E-Democracy or E-Hypocrisy? Practice in Moral Education by Internet	Dorrie Hancock Queensland University of Technology, Australia
		Chih-Ming CHANG & Chien CHOU	Instructional Implications and Teaching Concerns of the Virtues of e-Character Education	
		Yu-Ling LIU	Integrating narrative inquiry and E-learning to promote student teacher moral consciousness and moral consideration in Adolescent Psychology	
		Session 4-D Issues of Moral Curriculum		
				<i>Chair</i>
9:00am - 10:30am		Darmiyati ZUCHDI	The Development of a Character Educational Model Integrated into Subject Matters in Indonesia Elementary School	Vishalache BALAKRISHNAN, University of Malaya, Malaysia
	336	Mayumi NISHINO	Moral Education in upper secondary schools - Introducing an integrated approach for moral and career education	
		ZHANG Yanhong	The Promotion of Moral Education Teachers' Professional Development in the Exploration and Utilization of Moral Education Resources	
10:30-10:50am		Tea Break		

Day 3. Sunday 17th June (continued)

Time	Place	Content	Affiliation	Chair
		Parallel Session 5		
		Session 5-A Philosophical Issues- Foucault		<i>Chair:</i>
	131	Hung-Chi YANG	What Is the Purpose of Moral Education in the Post-industry Age: A Foucaultian Reflection	Yung-ming SHU, National Hsin-Chu University of Education, Taiwan
		CHOW Wai-yin	Turning into One's Self: Foucault's "Ethics of Care of the Self" and the Practice of Mindfulness in Hong Kong Adolescents	
		YU Weiwu	Criticism of Moral Education Theory Based on Relativism	
		Session 5-B Moral Teaching and Learning		<i>Chair:</i>
	135	Kun Setyaning ASTUTI	Effects of the <i>ANGKLUNG</i> Music Learning on Responsibility, Discipline, and Cooperation	Hsiou-huai WANG, National Taiwan University, Taiwan
		LIU Nai Hua & IEONG Ka Lei	A Study of Shaping Children's Moral Behavior by Cooperative Learning Skills	
		Session 5-C Philosophy and Moral Education		<i>Chair:</i>
	234	WANG Fengyan & ZHENG Hong	On the Hierarchy of Responsibility	GAO Guoxi, Fudan University, China
		Kwok-Keung YEUNG	Embodying Moral Education: Gaining Happiness and Awareness through Mindfulness Practice	
		Yu-Wen HSIAO & Yang-Chih HU	Citizenship Education within a Critical Thinking Strategy for Undergraduates in Taiwan - Taking Aging Society Implementation and Application as an Example	
		Session 5-D Morality in Social Dimension		<i>Chair:</i>
	336	Takenori INOSE	Comparing Teacher Education and Finance Majors' Agreement with Financial Morality Topics in Japan	Robin J. Chen Assistant Research Fellow, National Academy for Educational Research, Taiwan
		Pei Yu LEE	A Comparative Study on Media Literacy Education between Taiwan and England	
		Chun Felix HUANG	Human Rights, Globalism and Cosmopolitanism	
12:20pm-12:50pm	131	Closing Plenary <i>The Role of APNME in the Future of Moral Education and Development</i>		<i>Chair:</i> Monica TAYLOR & Chris DRAKE
12:50pm-1:50pm	132	Lunch Boxes & Farewell		
2:00pm-4:00pm	501	APNME Committee Post-Conference Meeting (Walk to the next building - College of Education Building I)		<i>Chair:</i> Chris DRAKE
4:00pm-6:00pm	501	APNME Conference Committees meeting for APNME 2013 Conference		
6:30pm-8:00pm	Dinner for APNME Committee at Nikaido Restaurant			



Organizers (主辦單位)

- The Asia-Pacific Network for Moral Education (APNME)
- College of Education, National Chung Cheng University
- Graduate Institute of Education, CCU (教育學研究所)
- Graduate Institute of Curriculum Studies, CCU (課程所)
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