

**A GUIDELINE
FOR
TEACHING CHARACTER EDUCATION IN HIGH SCHOOL
USING HOLISTIC AND CONTEXTUAL APPROACHES**

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*27th ICSEI Congress,
Yogyakarta, Indonesia
2-7 January 2014*

PREFACE

All gratitude is to be sent to Allah SWT, so the writers can finish this guideline. The writers would like to say their gratitude to all partners who have helped in the process of writing this guideline.

This guideline is designed for educators who are eager to internalize holistic and contextual approaches in the process of character education as responses to the policy of the government regarding "Character Education of the Nation". This guideline is expected to be an alternative for educators in the process of implementing character education at school in any subject.

This guideline can also be used to assess the strengths and weaknesses of students' character. As the result, the teacher will be able to know the actual character of his/her students well. By knowing students' character, the teacher will be able to help the students to strengthen their character.

Moreover, this guideline also provides some methods to help teachers to acquire "the three-dimensions" of character education processes: moral knowing, moral feeling, and moral action.

This guideline can be used by students of all levels of education well as social environment under the supervision of credible facilitators.

Again, the writers expect that this guideline will be an alternative to educate the nation to improve its existence as a nation, to solve the current life crisis. Last but not least, this guideline is still far from being perfect. Therefore, any constructive criticism and suggestions are highly appreciated.

Yogyakarta, October 2012

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A. RATIONALES

The character crisis happening in Indonesia is an issue to concern. The demoralization starts affecting educational elements as the result of their failure to create a good mainstream to the students, such as to act honestly. The process of teaching and learning of moral education that is strictly limited to text seems responsible for this. By looking at the fact, there is no sufficient preparation for the students to face the life that is full of contradictory. Even worse, the corruption phenomena happening across Indonesia are as the result of failure in educational aspects to realize their missions. This is proven by the moral decadence of academic stakeholders. There is sufficient evidence showing that the level of leakage in academic stuffs is really high, mark recovery done by the teacher, thesis plagiarism and students' cheating, inappropriately used teaching time/duration, etc. Moreover, the teaching and learning process in Indonesia is relatively focusing on cognitive development, instead of soft-skills development which is, actually, the core of education itself. There is also a high tendency, nowadays, that the goals of education in Indonesia are limited to academic achievement, such as National Examination (UN). As the result, the process of character education is quite far from being sophisticated (Raka, 2006).

From the point of view of social life, corruption in Indonesia is a proof of nation's character destruction. It is a fact of character destruction which leads to life-long bad impacts on the citizen. It also obstructs Indonesian economic growth and becomes the main source of poverty in Indonesia. The phenomena of corruption can exist

because people start losing their good characters, such as honesty, self-regulation, and social responsibility (Raka, 2007: 2). As a social phenomenon that happens up to the recent time, corruption has affected executive, legislative, judiciary and SOE (State Owner Enterprises), such as : tax corruption, a notorious case of "Century Bank", bribery at the parliament, mafia in courts and so forth. Such phenomena shows that the activities of government agencies have been "trapped" in a materialistic paradigm. On the contrary, government agencies are also expected to educate people through spiritualistic and qualitative education. Such culture should have been able to promote good behavior, such as being honest, assertive, careful, confident, considerate, courageous, passionate, down to earth, fair, kind-hearted, affective, simple, obedient, peaceful, and trustworthy (Darmiyati, 2010: 35).

Besides corruption, the detereorating of human character in Indonesia is shown by high tendency of Indonesian modern society to do everything joyful yet impactful. While other countries are trying to develop their nation's sustainability by empowering society's potentials, most Indonesians are, ironically, trying to make use, of the power of the society to do things leading to prejudice. It is proven by high frequency of violence due to different arguments among social groups, the issue of racism that has led to sorrowful tragedies, such as "Trisakti" tragedy, "Koja Priok" phenomenon and so forth. Those things happened as the result of character destruction that has affected the values of humanity spirit, such as courage, the spirit and willingness to develop in togetherness and in diversity peacefully (Raka, 2007: 2).

Other phenomena showing impact of character crisis in Indonesia is a view that development can be

reached through instant ways without working hard. Moreover, Gede Raka (2007:2) also says that a habit of violating may disrupt the development of a nation.

The time has come for the character crisis be solved more structurally by the elements of the nation. Thus, the actions to solve the crisis should start by understanding the causes of the crisis in Indonesia. The solutions to take must be accurate according to the causes of the crisis. Besides, the government's institutions are expected to be more proactive, creative and innovative in designing teaching process to be as contributive as possible regarding the contribution toward nation's character education. Within such a context, the character education-based teaching process should be designed by using holistic and contextual approaches which, therefore, may help building critical-dialogic thoughts in the process of creating a society of high character in all levels of social life; family, school environment, society and the nation.

Holistic and contextual approaches in character education-based teaching are expected to help the teaching process in the classroom to drive the three essential components of character education: knowing, feeling and action. The concept of education using the holistic approach is an approach that concerns the development of intellectual, emotional, spiritual, physical and aesthetic potentials that must be prioritized in any level of school to create the generation of high character. Holistic teaching is expected to create the generation to possess good behavior, knowledgeability, independence, responsibility, honesty, creativity, tolerance and peaceful-heart (Ester, LN, 2011). Thus, holistic teaching is a method that is expected to maintain human sustainability by developing potentials including: social, economic,

intellectual, moral and character, creative and spiritual potentials. Further, the aim of holistic teaching is to establish holistic people. Holistic people are people who are able to use their potentials optimally including social, economic, intellectual, moral and character, creative and spiritual potentials that already exist in them. Holistic people are also convinced that they are part of a life system in which they can contribute everything. Those holistic people and people with character are two fundamental modality for the development of a nation (Megawangi, et all. 2005).

Meanwhile, the contextual approach in the teaching process is aimed at helping the students to find the local wisdom that can lead them to develop their personality. Local wisdom is a social modality that should be internalized in the society to face the global challenges. The various cultures existing in Indonesia should be an appropriate modality to keep on carrying the nation's development process. As a social modality, local wisdom can be "used" as a milestone for a nation to show its real identity and existence as a group of people who can live wisely. Furthermore, the society will not be marginalized as long as they stick to the principles of local wisdom in their environment. It is really important regarding the fact that marginalized society is the result of inability of a certain group of people to adapt socially. Such inability leads to socio-cultural change which, further, may weaken the axis of life. It, later, affects other aspects, such as economy and politics. The problems will become more complicated when the local wisdom is totally forgotten.

Establishing the society with character is not easy in nature. It needs high commitment from the society itself. Lickona (1991) says that people with character are those

who are morally responsive. They respond to anything morally. What they do shows good behavior, honesty, responsibility, and respect to each other. Aristotle also said that someone's character/personality is the manifestation of his/her habit. Therefore, the concept built in this book is the habit of mind, habit of the heart, and the habit of hands (Megawangi, 2005: 1). In brief, the description of holistic and contextual approaches in character education can be described as follows:

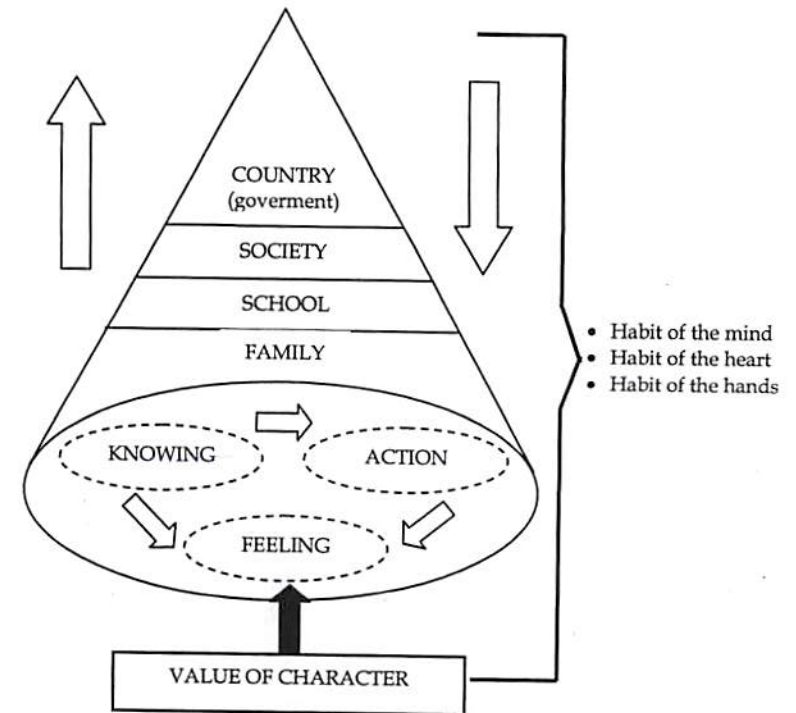


Figure 1. Holistic and Contextual Approaches

The diagram shows that the process of character education is a dynamic process both in its direction and impacts. It further means that character education can be implemented in a family up to the national level. In this context, the government of the country is the most responsible actor. Thus, the government should take this matter seriously, especially dealing with the grand design of character education process within the country. Last but not least, to support the process of character education of the nation, this guideline is designed for educators who have deep willingness to help the country to solve the problems of character crisis.

B. THE OBJECTIVES OF THE GUIDELINE

The general objective of this guideline is to give helps in the development of character education based on holistic and contextual approaches as an attempt to overcome the crisis of the nation. Specifically, the aims of this guideline are to:

1. dig up academic values to support the society's courage in being religious, honest, disciplined, responsible, aware, respectful, cooperative, confident, appreciative towards *Bhineka*, enthusiastic about learning and working, and other character values needed to overcome the character crisis of the nation.
2. Give an alternative character education media for teachers, students, parents and the society at large.
3. change the society's habit and view dealing with their awareness of the importance of nation's character building.

4. change society's understanding, awareness, ability to do something with character, such as: being religious, being honest, disciplined, responsible, aware, respectful, cooperative, confident, appreciative towards *Bhineka* (diversity), enthusiastic about learning and working, and other character values needed to overcome the character crisis of the nation.
5. improve the society's awareness of betterment.

C. THE SCOPE OF THE GUIDELINE

The scope of this character education teaching guideline covers the topics of:

1. The "Mind Map" of People of High Character
2. Recognizing People of High Character
3. Recognizing self-existence as an Individual of High character by following "The River of Life"
4. Problems in Creating People of High Character
5. Creative and Innovative Ways in Establishing Society of High Character
6. Establishing a Nation from Young Generation of High Character

D. THE UNDERLYING THOUGHTS OF THE GUIDELINE

1. The teaching guideline of character education using holistic and contextual approaches can be integrated with any subjects in senior high school.
2. The teaching guideline can be used by all social elements, especially those who are included in senior high school education system as media for character education.

3. The teaching guideline with the holistic and contextual approach can be used for students' character building.
4. The users of this holistic and contextual learning guideline are teachers, students, researchers and society at large.
5. This guideline can be implemented in both indoor and outdoor activities.
6. The implementation of character education-teaching using this model can be done by teachers, students and social community (society).
7. This guideline provides pre- and post-tests to assess the result.
8. The teaching model of this learning guideline uses observation sheets.
9. The implementation of teaching model provided in this book will be effective if the teaching model is applied through team teaching by including facilitators and observers in the learning process.

E. IMPLEMENTATION STEPS OF THE GUIDELINE

1. Preparation

- a. The facilitators must have profound understanding dealing with the general aims of the importance of holistic and contextual approaches in character education.
- b. The facilitators have already understood the content of the guideline as well as the steps of guideline implementation.
- c. The facilitators need to review the materials in the guideline.

- d. The facilitators need to prepare the equipment needed in order that the learning process will be in the right track to meet the objectives.
 - e. The facilitators need to have at least two partners who will help them in the observation process during the learning process.
 - f. The facilitators need to check the safety of the facilities to use and make sure that the facilities are free from any obstacles that may interrupt the learning process.
 - g. The facilitators need to make the class fun and far from being stressful.
 - h. There is a need to create good communication with the students in order that they are encouraged to express their ideas, more honestly.
 - i. Make sure that the students come to the class on time.
 - j. Make a plan to include parents in the process of character education, by reporting the result of the implementation to them.
- ##### 2. The Roles of Facilitators
- a. Before the class begins, the facilitators need to give necessary information about the objectives of the training, as well as the steps of the training.
 - b. The facilitators need to explain the benefits the student will acquire if they do the training seriously.
 - c. The facilitators ask the students the time they want to do activities together.

- d. The facilitators ensure the students not to worry when the training is on the move
 - e. The facilitators avoid behavior that may make students get discouraged in joining the program.
3. The Roles of Observers
- a. The observers observe all of the steps in the training process
 - b. The observers are expected to give feedback to the facilitators to optimize the training to meet the objective.
 - c. The observers is encourage the participants to give objective and costructive assessment for the development of the facilitator's capability.

F. EQUIPMENT TO PROVIDE

The teacher as a facilitator is encouraged to make preparation by acquiring information and activity objectives provided in the guide book as well as the equipment and needs to provide in each activity.

G. IMPLEMENTATION STEPS

1. The teacher as a facilitator makes some agreement with the students dealing with plans in the implementation of integrated-learning approach in character education using holistic and contextual approahes.
2. The tacher as a facilitator prepares a pre-test by using character instrument including the scope of: being religious, able honest, discipline,

responsible, aware, respect, cooperative, confident, appreciative towards *Bhineka* (diversity), and learning-working encouragement.

3. The teacher as a facilitator implements the learning process and assessment using holistic and contextual approaches in a specific subject.
4. The teacher as a faciliator provides observation sheets during the learning process.
5. The teacher as a facilitator gives post-test sheets to the students at the end of each meeting.
6. The teacher as a facilitator uses instrument and observation sheets during the learning process.
7. Based on the result of the research done in the learning process, learning model implementation and the result of the learning, there is a need to do evaluation for each learning topic.

G. TEACHERS' COMPETENCIES AS A FACILITATOR

1. The teacher as a facilitator must have state-of-the-art personality and character to motivate students.
2. The teacher as a facilitator must have profound ability in maintaining communication with the students emphatically in order to get what students need within the process of their self-development to be people with character.
3. The teacher as a faciliator must have interpersonal competence, that is stable personality, maturity, wisdom, and being a role model for the students and social environment to do self-evaluation and self-development progressively.

4. The teacher as a facilitator must have social competence, that is being able to communicate effectively both in spoken and written, forms making use of information and technology, and maintaining strong relationship with students, academic stakeholders, parents and social environment.
5. The teacher as a facilitator must have professional competence, that is mastering the content of the teaching materials thoroughly including the concept, structure, scientific/technological/ artistic methodology covering learning materials that exist in school curriculum, and also the relationship among the subjects taught at school by integrating character values.

TOPIC 1

"MIND MAP" OF PEOPLE WITH CHARACTER



The Description of the Activity

The participants are asked to express their ideas and opinions about the definition of people with character by using a "Mind Map".

Objectives

1. To develop and maintain harmonious relationship between the teacher and the students (the facilitator and the participants) with various background in an attempt to get relevant information and problems related to character development and nation sustainability.

- To develop awareness of problems dealing with character problems to discuss.

Tools to Provide

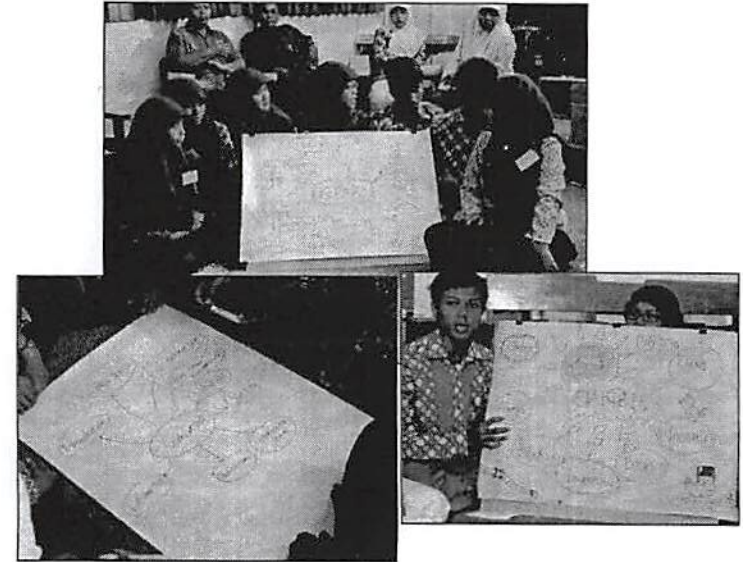
- ✓ Buffalo Paper
- ✓ Coloring markers
- ✓ A Flip chart

Activity Implementation

- The participants are divided into groups of 4-6.
- The facilitator asks the participants to draw a "mind map" related to the information about people/figures with character
- The participants produce a simple mind map that can be understood by other groups easily
- The facilitator asks each group to name their groups.
- The teacher asks each group to present the result of their discussion.
- The facilitator asks all participants to give responses to the presenting group.
- The facilitator thanks all groups that have done the presentation.
- The facilitator takes notes of the learning process in the classroom by using observation and evaluation forms.

TOPIC 2

KNOWING FIGURES WITH CHARACTER



Activity Description

The participants are asked to write down the names of the figures in their social environment, either from Indonesia or not, who are with character.

Objectives

- To help the participants to be able to know people in their social environment who is with character well.

2. To help the participants to remember the roles of people with character in social development
3. To motivate the participants to be people with character through learning experience.

Tools to Provide

- ✓ Buffalo Paper
- ✓ Coloring markers

Implementation Steps

1. The facilitator puts some pieces of paper on the places where students can access easily.
2. The facilitator explains to the participants to write down names of some people whom they consider as people with character
3. The facilitator explains to the participants to think of the reasons why they choose those names
4. Five up to ten minutes after the students think of the names to write as well as the reasons, the participants are asked to come forward in front of the class and explain the reason why they choose the figures
5. In an order, the participants write down the name of the figures they have chosen on the piece of paper provided by following the form:

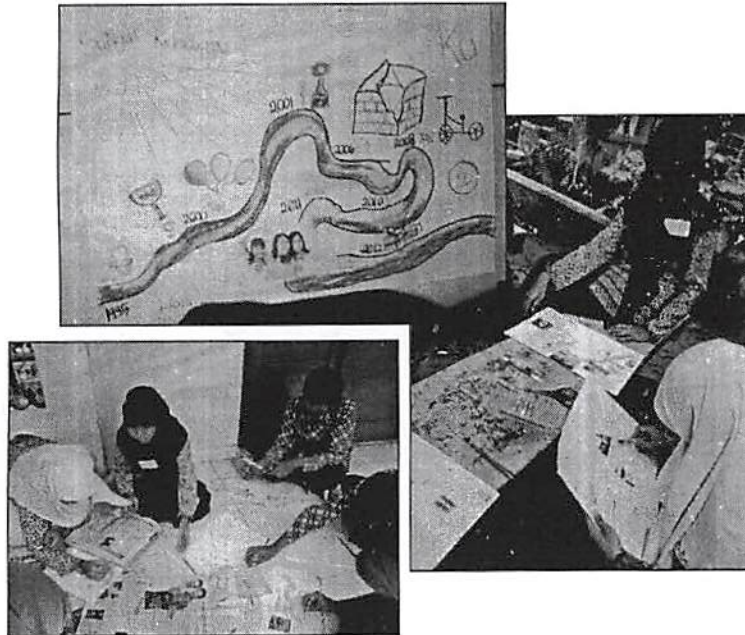
Name of Participants	Figures with Character	Reasons

6. The facilitator analyzes participants' framework by discussing some aspects with whom and how, whereabouts and why, dealing with the existence of the figures the participants have chosen

7. The facilitator motivates the participants to know more about the existence of the figure and asks the participants to write more names of people with character.
8. The facilitator appreciates the participants who have written their opinion in their group.

TOPIC 3

RECOGNIZING SELF-EXISTENCE AS AN INDIVIDUAL WITH CHARACTER BY FOLLOWING "THE RIVER OF LIFE"



Activity Description

The students are asked to tell their life story about the process to be people with character, through "The River of My Life". The phrase "The River of My Life" is a term used when the students are making resiliency by realizing

their self-existence as a God's creature, as an individual, and social element with high gratefulness to God. Through "experiential learning" the students are expected to be able to develop their resiliency as the result of being heard, being noticed and being appreciated by others.

Objectives

1. If possible, before small groups are made, the students are asked to go out of the class to find the most comfortable place (in groups of three) to train the disclosure by trying to understand themselves and other participants in terms of their identity and problems they are facing.
2. The participants will get their empathy sharpened, and a sense of being needed by others, learning from others' experiences. Moreover, in the process of personal growth, the participants are expected to realize their primary needs in order to survive and adapt themselves to any limited circumstances.
3. To help the students identify character values they have already acquired in their own personality.
4. To make the participants realize and be attentive in observing character values happening in their own life.
5. To help the participants notice their own strength and weaknesses in the process of finding character values existing in their life.
6. To motivate the participants to keep on the right track in the process of character values development to survive and overcome any changes in socio-cultural aspects.

Tools to Provide

- ✓ Manilla Paper
- ✓ Crayon
- ✓ Coloring Markers
- ✓ Pencils
- ✓ Folding papers
- ✓ Scissors
- ✓ Tape

Activity Implementation

1. During the activity, there will be a discussion about life dynamics of each participant considered as experiences to face problems or challenges when they were children or adults.
2. The reason for the naming of "The River of My Life" is based on common sense that life is like a river which flows to somewhere else.
3. The participants will be asked to draw "The River of My Life" using tools provided
4. The participants are allowed to draw wherever they want in order that it will be easier for them to remember their life experience.
5. The pictures that participants make may represent their unwanted experiences.
6. The participants are allowed to color their drawings by using colors that represent the meaning of the drawing (i.e. black/red for anger/discontentment).
7. After finishing drawing, the participants are divided into groups to share their experiences.

The facilitator explains some necessary things as follows:

1. The participants must pay attention to others' story/experience
2. The participants are encouraged to feel free to share their experiences.
3. If the experiences are too private to share, the participants will not have to share them.
4. The participants are encouraged to respect each other.
5. The participants are encouraged to learn something from others' experience.
6. The participants are encouraged to raise their awareness towards the importance of partnership.
7. In the context of character education, the participants are encouraged to learn how to build their resiliency as a character model when needed.
8. In an attempt to overcome any discontentment, it is essential to develop the sense of social ability, being opened, and awareness of our self-limitation as human being, in order to get our spirit back instead of sorrow.

The time needed to draw "The River of My Life" is 30 minutes. The students are also given 30 minutes to share their experience in their groups as well as disclosure.

Time for *pleno* and experiential learning is adjusted considering the current condition of the class.

TOPIC 4

PROBLEMS IN CREATING PEOPLE WITH CHARACTER



Activity description

The participants will be asked to analyze the problems faced by them, their family, school, environment and the nation in creating figures with character by using "Mengapa-Mengapa Diagram".

The participants are asked to think creatively, innovatively and proactively in overcoming the problems existing in their family, school environment, social environment and nation" to create figures with character by using "Bagaimana-Bagaimana Diagram" (WSPK, 2000)

Objectives

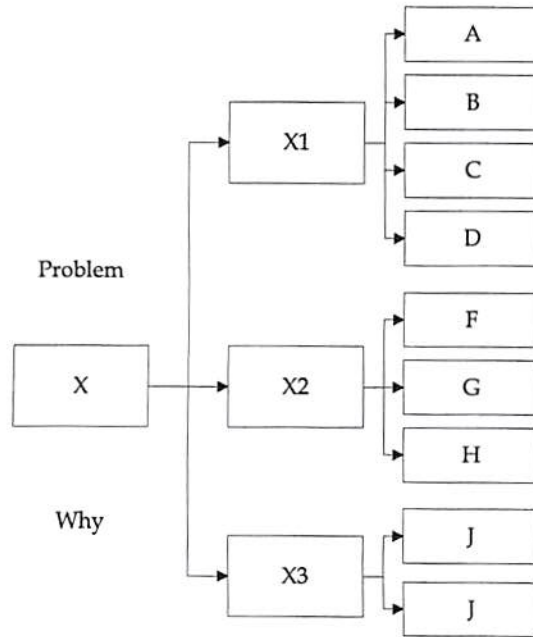
Mengapa-Mengapa Diagram

1. To give alternative methods to the participants in analyzing the main cause of the problems
2. To Practice divergent thinking
3. To formulate rules
4. To give suggestion

Implementation Steps

1. The participants think of problems by using "Mengapa-Mengapa diagram" to solve the problems deeper
2. Each divergent step in the analysis of *mengapa-mengapa* is obtained through questioning "Why?"
3. The answer to Why questions will define the cause of the problems
4. Since each step implemented is divergent, it is necessary to implement the convergent steps to reveal which cause is the most essential.

Example of Problem Solving Using the Diagram of "Why-Why"



In an attempt to solve the problems, the participants are encouraged to think by using the diagram of *Bagaimana-Bagaimana* which is explained as follows:

The Diagram of "Bagaimana-Bagaimana"

Goals

1. To encourage the participants to think in creative ways to dig and consider some alternative solutions without "jumping" to "solving problems clearly"
2. To help the participants to determine specific steps to take to solve problems and to help formulate specific action plans.

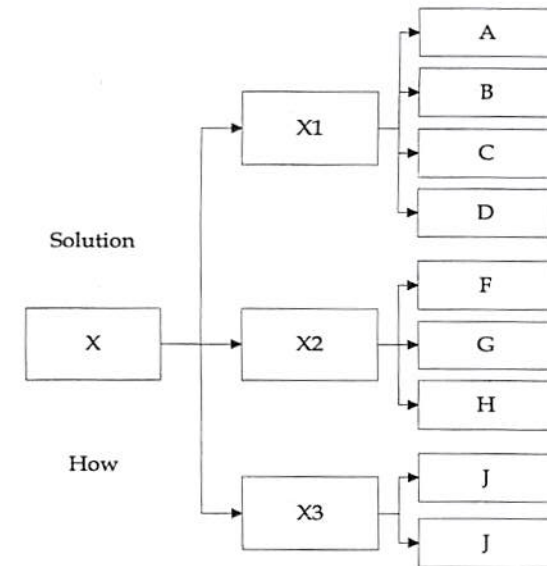
3. To help the participants to practice divergent techniques
4. As alternative statements to figure out possible ways to solve actions on each activity by proposing questions of "why" (*mengapa*).

Implementation Steps

Starting by Why / *Mengapa* questions

1. On each step of implementation the convergent process can be used as the alternative list before the next divergent step is taken
2. The strengths, weaknesses, relative budget of each alternative is included (written) to ease the objective choosing.

Example of the application of diagram "How-How"



Tools to provide

- ✓ Buffalo paper
- ✓ Coloring markers
- ✓ A flip chart

Activity Implementation

1. The participants are divided into groups of 4-6.
2. The facilitator explains to the participants about problem sources in developing figures with character by using diagram "mengapa-mengapa"
3. The facilitator explains to the participants about the solution to face problems in creating society with character
4. The participants are encouraged to name their groups by interesting names.
5. The facilitator explains to each group to present the result of the discussion in the presentation session.
6. The participants are encouraged to give feedback to the group presenting the discussion result.
7. The participants are encouraged to thank all groups for presenting the result well.
8. The participants take note of the process of the implementation in the classroom by using observation and evaluation sheets.

TOPIC 5

CREATIVE AND INNOVATIVE WAYS TO CREATE PEOPLE WITH CHARACTER



Activity Description

Working in groups, The participants are asked to identify the most essential and urgent character values that should be possessed by young generation in an attempt to develop the nation.

Objectives

1. To discover participants' understanding of the most needed character values in life.
2. To map the participants' ability in terms of character values that have already been existing in their life.
3. To motivate the participants to develop and strengthen their own character values of themselves.
4. To develop the participants courage in developing the quality of character values on themselves.

Tools to Provide

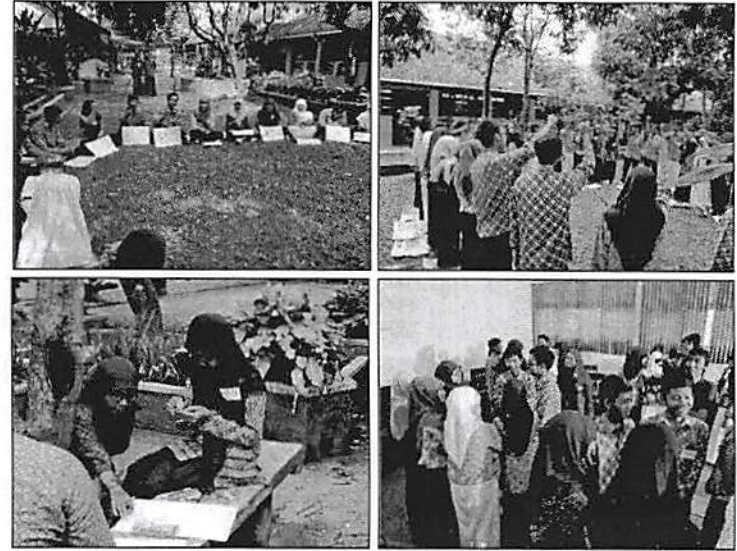
- ✓ Manilla Paper
- ✓ Crayons
- ✓ Coloring markers
- ✓ Pencils
- ✓ Folding papers
- ✓ Scissors
- ✓ Tapes

Activity Implementation

1. Each participant is asked to know character values existing in their own life.
2. Each participant is asked to write down their personal experience, especially about self-struggle to be a figure with character.
3. The participants' writing is discussed in groups consisting of 5 members.
4. The chairman is asked to compile all notes have been taken to be a book entitled "developing students' character" that will be designed by the participants themselves.

TOPIC 6

ESTABLISHING A NATION FROM YOUNG GENERATION WITH CHARACTER



Activity Description

Working in group the participants are asked to define the nation with character by naming some national heroes who have influenced the society life.

Objectives

1. To deepen participants' understanding dealing with character values that are needed to develop nation's character
2. To map the society's ability dealing with character values that have been playing roles in the society.

- To motivate the participants to be able to expand the character values in the society that are needed in the process of nation building in an attempt to face challenges and crisis in nation's identity.

Tools to Provide

- ✓ Manilla paper
- ✓ Crayons
- ✓ Coloring markers
- ✓ Pencils
- ✓ Folding papers
- ✓ Scissors
- ✓ Tapes

Activity Implementation

- Each participant is asked to identify the character values existing within the society, especially those implemented through local wisdom.
- Each participant is asked to describe their own experiences dealing with finding out character values in the form of local wisdom.
- The result of the discussion about local wisdom is discussed in groups of 4-6.
- Identifying the values of local wisdom existing in the society and identifying the ones that still exist and others that do not anymore.
- The participants discuss some ways to maintain the character values as modality to keep the nation's sustainability.
- The students discuss "the action plans" that are supposed to be done in their own life in an attempt to develop the character of the nation. The due is one week.

OBSERVATION SHEET

Aspects to Evaluate	Points				
	1	2	3	4	5
Awareness of interpersonal relationship					
Awareness of Humanity Problems					
Awareness of solutions to overcome humanity problems					
Awareness of Character Values Development					
Awareness of diversity					

LEARNING EVALUATION

Evaluation in character education-based learning using holistic and contextual approaches can be designed by the teachers regarding the learning process conducted in the classroom.

The evaluation instrument in this guideline is an example. Regarding this, the teacher is expected to be able to develop his/her own instrument more creatively and innovatively to motivate students to be included in the process of character education at school passionately. Thus, it is expected that the result will change students' behavior and way of thinking to be better. The evaluation form can be adjusted by regarding the condition of the students in the classroom.

Last but not least, to determine the character values to implement in the classroom, the students' needs and condition are essential to take into account.

EXAMPLE INSTRUMENT 1. Students’s Condition Before Implementation

State honestly whether the values in the following table has been already internalized with your personality and affect your behavior.

Character values	Real Condition		
	Remain	Enough	Less
Religious			
Honest			
Discipline			
Responsible			
Attentive			
Cooperative			
Respect			
Self-Confident			
Appreciative (toward Diversity)			
Passionate			

Notes

Remain: The character values on the list are already internalized strongly and are represented my habit.

Enough: The values are already internalized but not strongly enough. There are some occasions when I left the values behind.

Less: The values are not internalized in my personality yet and are in the process of being internalized with my personality.

Name/ Std.ID :
 Department / Semester :

INSTRUMENT EXAMPLE 2. Students’ condition after implementation

State honestly whether the values in the following table has been already internalized with your personality and affect your behavior.

Character values	Real Condition		
	Remain	Enough	Less
Religious			
Honest			
Discipline			
Responsible			
Attentive			
Cooperative			
Respect			
Self-Confident			
Appreciative (toward Diversity)			
Passionate			

Notes

Remain: The character values on the list are already internalized strongly and are represented in my daily life.

Enough: The values are internalized but not strongly enough. There are some occasions when I left the values behind.

Less: The values are not internalized in my personality yet and are in the process of being internalized with my personality.

Name/ Std.ID :
 Department / Semester :

IDENTIFY FIGURES / PEOPLE WITH CHARACTER

Names of the Figures	Birth Date/Place	Actions to follow

IDENTIFY PROBLEM SOURCES IN CREATING PEOPLE WITH CHARACTER

Sources	Description
Personal	
Family	
School	
Mass Media	
Society	
Government	

WRITE DOWN CREATIVE AND INNOVATIVE WAYS TO ESTABLISH THE NATION'S CHARACTER

To do by	Description
Personal	
Family	
School	
Mass Media	
Society	
Government	