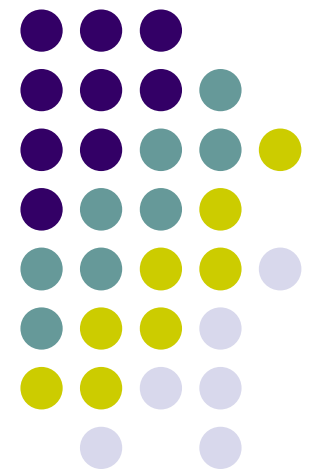
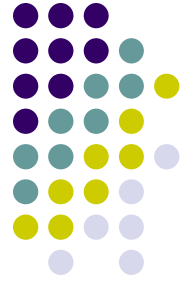


THE IMPLEMENTATION OF CHARACTER EDUCATION THROUGH THE TEACHING OF ENGLISH IN INDONESIAN SCHOOLS

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We must remember that intelligence
is not enough.
Intelligence plus character—that is
the goal of true education.

—Martin Luther King Jr.,
Speech at Morehouse College
1948

What is character education?

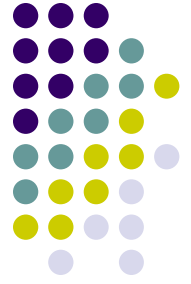


- | *the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within” (Elkind & Sweet, 2004)*



- It is stated in Chapter 3 of Law No 20, 2003 on the National Education System 3 that the functions of national education is to develop the capability and form the character and the dignified civilization in the framework of educating the national life.
- The national education is aimed at developing the learners' to be religious, have good characters, be healthy, knowledgeable, skillful, creative, independent, and to be democratic and responsible citizens.

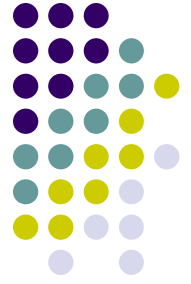
IMPLEMENTATION OF CHARACTER EDUCATION IN THE TEACHING AND LEARNING PROCESS OF ENGLISH



I Planning

I Teaching learning process

I Evaluation



PLANNING

- | Analysis of Standard of Competency and Basic Competence
- | Syllabus
- | Lesson plan
- | Learning materials

THE COMPONENTS OF INDONESIAN CURRENT CURRICULUM



- I The interconnection between each successive component:

The Standard of Competence (SK) à the Basic Competency (KD) à the Learning Aim à the Indicators of Achievement à the Teaching/Learning Material à the Tasks as a means of achieving the aim à the Evaluation

THE POTENTIAL OF THE ENGLISH CURRICULUM FOR CHARACTER EDUCATION



- I Grade 1 of Junior High School
- I Senior High School

SYLLABUS



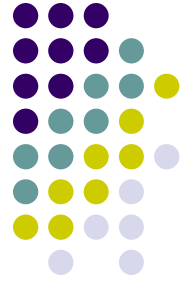
Explicitly integrating character education by providing a specific column in the syllabus

- I [example 1](#)
- I [example 2](#)

TYPES OF INTEGRATION



- I Adding and/or modifying the learning activities to enable the character education to be integrated
- I Adding and/or modifying the achievement indicators so that certain indicators can be related to the learners' achievement in characters.
- I Adding and/or modifying the evaluation technique that can develop and/or measure the character development



LESSON PLANNING

- I Integrating the character values in
 - the learning materials
 - the learning activities
 - the assessment

[see example 1](#)

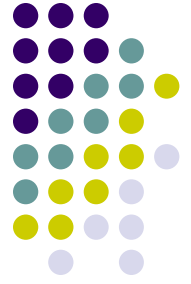
[see example 2](#)



LEARNING MATERIALS

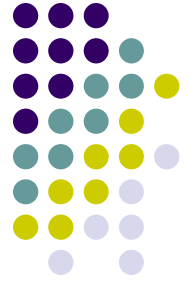
- | Adopt the materials.
- | Reject the materials.
- | Adapt the materials.
- | Supplement the materials.

MATERIAL ADAPTATION



- | Complete adaptation
- | Partial adaptation
- | [See examples](#)

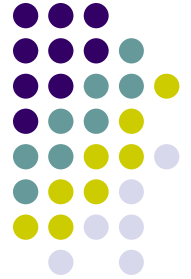
TEACHING LEARNING PROCESS



- | CONTEXTUAL TEACHING AND LEARNING
- | Principles:
 1. Constructivism
 2. Questioning
 3. Inquiry
 4. Learning Community
 5. Modeling
 6. Reflection
 7. Authentic Assessment

EVALUATION

- I [Example of instrument](#)



Thank you

