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### Contextualizing Civilized Character in ELT: Philosophical Approach

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#### Abstract

Every knowledge in this life must be under the philosophy scope including education. Moreover, education is not only a matter of transferring knowledge from a teacher to the students but also a matter of educating them to have good character. Some educators ignore about it due to the materialistic or hedonism perspective which is dominant in dealing with their job performances. As a result, character value seems to be neglected. Moreover, moral education is discussed in several terms namely character building, character value and, in this article, it is called civilized character. In term of instilling or contextualization of civilized character depends on the quality and awareness of the teacher. Teacher professional development is the key before realizing it and applying it to be a good pattern for the student. Hence, enriching teachers' quality in cognitive and soft skill is urgent. In ELT, the integration of technology, general knowledge, and religious studies are broken down into learning activities. Similarly, the integration is assimilated with the students learning styles (kinesthetic, audio, and visual). Thus, the assessment aspect also should consider about civilized character, affective, psychomotor, instead of focusing on cognitive only. It is expected that teacher contribution is in line with the civilized character internalized during teaching and learning process and will be inherent in daily life since philosophically all of us are the lifelong learners who face the real faculty of education.

**Keywords:** contextualization, civilized character, ELT, philosophical approach

## Introduction

The civilization of a nation can be measured by what the identity or principle of the nation itself looks like. Certainly, the indicator is that the human being in it has character value or is also called as civilized character. As a result, being civilized is expected by every person in many countries including Indonesia. The role of ICT in this era is undeniable.

Today the use of ICT in the learning process has grown rapidly. Educators and students are required to master ICT for the effectiveness in EFL classroom both asynchronous and synchronous or sometimes blended learning. Among pivotal linchpins that has significant influence in the success of teaching process is in the existence of teachers, students, learning materials, and also the context of learning such as the atmosphere of learning, time, and place. In this digital era, the role of ICT or media for teaching is really useful for educators in the use of teaching media, as well as looking for references or additional materials for teaching. Likewise for students, the use of ICT does not only help to find references in doing assignments but also adds insight.

On the other hand, education and teaching should consider about transferring information, and also shape the students' personality/ character. Students are expected to become individuals who have civilized character. Civilized character is sometimes also referred to as character building, moral value, character value, inner capacity, in several articles related to this topic.

Along with the curriculum implemented in schools or universities, teachers are often required to complete the material that must be taught within a definite phase. Moreover, the time provided, the facilities which are still not adequate, the professional capacity of a teacher, the rigid learning methods, to the different students' ability to catch and slow have become obstacles or weaknesses in looking for time to instill character in the souls of students.

Civilized character is the key of education philosophically. In English language class, the assimilation and contextualization of inner capacity (character building) can be conducted well before, during and after teaching process. However, this is only can be done effectively when the teacher facilitates and becomes a good pattern/ role model for the students. Hence the teacher should enhance his/ her professional development to realize the civilized character. Finally it is expected for the students to implement the character value in their daily life forever. It is line with the mission of the prophet Muhammad p.u.b. which is contextualizing *akhlaqul karimah* in this world. Technology/ science or the other general knowledge is associated with the religion studies in order to implement the civilized character in this digital era. There should be the ways to link the civilized character in English Language Teaching (ELT), since, philosophically, the teachers have a great contribution to be a good pattern for the students and instill it into the main character for EFL students.

Referring to those descriptions, the following questions are provided to lead the study:

1. What is the correlation between civilized character and ELT?
2. What is the philosophical approach to civilized character in ELT?

Hence the objective of the study is to elaborate a descriptive account of the correlation between civilized character and ELT and to explain about the philosophical approach to civilized character in ELT. These elaborations are expected to point out the techniques of instilling civilized character in English Language Teaching by considering some factors. Furthermore, it is expected to provide the explanations of the philosophical approach to be the core of teaching especially in assimilating the philosophical value with the civilized character in ELT. The results of the investigation are aimed to give detail descriptions about civilized character and it is

recommended for the educators to understand the meaning of educating philosophically so that they can be good patterns for the students even in ELT scope.

### Methodology

The methodology applied in this study was a synthesis research which is used to answer the research questions related to the explorative description surrounding the issue of civilized character and ELT, and how it is assimilated with the philosophical approach. As the process in which findings from empirical studies are combined to be able to draw a conclusion is called synthesis method (Onwuegbuzie, Leach, & Collins, 2011). The main sources of literature to find out a comprehensive search of the problems illustrated in the research questions, the online discussion database and journals article from google scholar have become the main sources. After an extensive search and thorough selection of literature, the final list of articles and other online sources were reviewed to gain a final result (detail findings).

The discussion of the paper will be divided into three sections namely: 1) an overview of civilized character in digital era, 2) The correlation between civilized character and ELT which point out the techniques and factors of transferring and internalizing the civilized character in the context of English language teaching, and 3) Philosophical approach to civilized character in ELT is to show the core or philosophical approach to instill civilized character in ELT by describing about the main role of educators as a good pattern in teaching learning process, and how to integrate the materials, teaching media, and the moral message from each lesson to be implemented by the students in daily basis.

Through the integration of the material containing of the moral message, the teacher can show the good pattern for the students to imitate. For example, the materials are obtained from the textbook, fable, folk story, authentic material, even the internet. By considering about their learning style, those media are helpful to show the civilized character to internalize. Finally, in this article, a conclusion and brief recommendations are provided as well after the discussion.

### Discussion

#### Civilized Character in Digital Age

Before explaining further about civilized character, it is believed that it has the same interpretation with what is called as character building or character value. Since those terminologies have the same interpretation. In addition, it is the responsibility of educators to instill good value to be the students' character. Even though it seems that there are many obstacles in bringing it into reality, the educators must be optimistic and be a good alive pattern for the students on how they have to behave in daily life.

The information and technology increase brings humanity to the excellent stage of civilization into a very complex situation as it is today. All aspects human life as building pillars of world civilization, does not exist who escapes the touch of science and technology, it must even be recognized that all aspects are filled by *rūhiyyah* science. Quality understands legal aspects, economic aspects, political aspects, aspects of tradition, ethics and morals, to aspects of worship *maḥḍah* though, is very much determined by the quality of understanding of science and the meaning of value carried by technology. Certainly, it also affects the educational system and

output. While the essential fundament of educational success does rely on the contribution of the teacher.

Due to the works of our good teachers in teaching us with meaningful learning through internalizing the values such as: religiously-obedient, gentle, hard-studying, courteous, honest, disciplined, independent, self-care, sincere, wise, humble, critical, steadfast, perfect minded, defending the truth, using of body positively, staying positive, hard-working, patient, trustworthiness, respect, responsibility, fairness, caring, diligently, citizenship, optimism, ambition, leadership, loyalty, cooperation, integrity, accountability, tolerance, poise, self-control/awareness/management/discipline/ empowerment/ confidence/esteem, individuality, time management, willpower, determination, motivation, focus, priorities, principles, organization, purpose, awareness, teamwork, unity, diversity, originality, empathy, sincerity, alertness, kindness, renewal, inquiry, compassion, creativity, balance and responsible (Malik. 2017). To maintain the ideal outcomes of the character values, teacher and/ or students realize or not based on the processes constantly.

The previous character values have been practiced and proven through some studies conducted by some researchers (Pohan and Malik, 2018; Masote, 2016; Lickona, 1996; Islami, 2016; Ferreira, 2014; Marini, 2017; Sukarno, 2012; Thornberg, 2013; Komalasari, 2017; and Fallis: 2013). However, the character value in their studies were discussed in different terms such as character building, values in education, character education, character values, and value-based interactive multimedia development. Meanwhile, in this article, I tend to use the term of civilized character.

Furthermore, the civilized character through education is the best and systemic way to bring it into reality. The National Education System which is explained that in the Ministry of National Education regulation number 20/2003 described about the purpose of Indonesia education is increasing the national characters and glorifying nationwide advancement. Based on this statement, developing civilized personality based on the improvement of nationwide teaching quality is one of main programs of the Ministry of Education (Kemdiknas, 2010).

Qoyyimah (2015) added that a fundamental concern which is not only about the aspect of nation facing numerous difficulties recently, but it also principally about ethical issues in knowledge of linguistic mainly in term of character building. It is the responsibility of the EFL teacher in teaching the learners both in English and in constructive personality, ethics. The educators recommended character building as the reaction for them to solve existing societal complications.

In fact, most of the students learn from what their teachers do and say. Hence the linguistic aspect is a specific thing which should be covered with more universal value and action. Those are shown from the way the teacher asks the students to pray before and after the class, to respect one another's opinion, to behave politely and wisely, to speak clearly with meaningful utterances, and so on.

In the field of education, there are many principles that can be enhanced and taught to the learners. Because of that, it is essential to categorize them to be disseminated into all topics of the material. As a result, each subject has its particular primary types as the urgency to be educated to the students. It emphasizes on the assimilation of the major standards that need to improve in the dissimilar lessons. Similarly, it can be inferred that a lesson has the constraint in executing those characters in accordance with the parameter that is regulated by the nation board

(government). The types of every subject are selected as the foremost values referring to the familiarity of the features of every lesson (Kemdiknas, 2010).

In assimilating the civilized character into each lesson can be applied in every skill. For instance, in teaching reading, the teacher should select the appropriate material which has deep message to construct in answering the questions or discussion. In teaching speaking, the teacher can provide any topic which stimulates their problem solving or critical thinking and through their conversation or one way speaking, they can learn good character. For listening skill, the teacher can provide audio in which the students can interpret or deduce the moral message. While through writing skill, the teacher can give some topics to elaborate and they are able to express their idea related to civilized character. It not impossible to integrate those four skill in which they deliver, understand, and implement the character in their real life instead.

The values can be seen as well in the teachers' roles as educator, motivator, facilitator, and good model persons for their students. The values must be involved in their roles in English language teaching class and outside of the class, so they have been internalized automatically while they implement their roles. For example, they always speak politely and behave wisely to their students both in the teaching and learning process and or in the external side of the classroom. Obviously, it has a positive impact to their personality or learning input as "a concealed/ implicit syllabus".

### **The correlation between civilized character and ELT**

Asmani (2012) explained that many experts of education recommended that personality development to be internalized and transferred officially in the ELT class at any institutions and schools inasmuch as nowadays the number of moral in this nation is getting more and more decreased.

Language has been the basic concept of communication to deliver emotions, values, and norms. Consequently, in the process of transferring knowledge, the character values should be internalized to make the learners to get used to being civilized.

The aim of combining civilized character building in the ELT class is to deliver a content-based atmosphere for learners to study the language as well as the morals. English is learned as a lingua franca by people as EFL and ESL in the entire of the world. However, the English foreign language students are not able to access accurate language involvement as their learning resources as they only get it when being engaged in the teaching space activities. Their teachers play the vital role in giving the learners a conducive learning condition to whole linguistic progress. In providing a content-based atmosphere is not an easy concern for the English foreign language instructors. They had better establish the actions in ELT class related to the communicative approach (Tsui, 2008).

It is commonly found that there are three subjects which contribute well in enhancing the students character education, namely *aqidah akhlaq* (usually in Islamic school or institution), civic education, and religion. Moreover, there are more additional religious studies related to Islamic studies which are taught in Islamic (boarding) school). However, in fact moral, manners,

values, and characters should be integrated in any subjects learnt. The contextualization of it appears to be actual daily manner instead.

Besides, even the students are taught many religious studies or civic education, yet it is not practically performed in their daily life. Memorizing, doing the task, discussion, are just like customs which ignore the importance of engaging students to be more active in applying civilized character in learning activity. Likewise, theoretically some researchers and experts have suggested the integrated subjects (between general knowledge and religion) and character building.

The explanation of theories is integrated with the religious studies, i.e: in Biology subject, the students learn about reproduction. After explaining the theory, the Islamic studies in term of verses of Holy Qur'an and the prophetic tradition related to it are explained as well. Another example is in teaching science subject, the students are taught about the planets and the nature with their functions. In the same way, some conceptual religious studies are shown and the core of it is teaching the students how to thank to God for His creations.

During teaching and learning process, a lecturer or teacher plays an important role in showing to students a good manner to imitate by them. In reality, some of them come to the classroom only to transfer the knowledge, check the attendance list, give assignments and finally go home. Meanwhile, the character is formed through habitual actions both inside of the classroom and outside of it.

In Curriculum and Books Center (2011), it is explained that the character standards are formed to reinforce the linguistic learning attainment. Since the students learn a language, they learn not only mastering the skills of language but also implementing it politely and properly. Most people tend to study and apply linguistic simply to express their opinions, belief, and idea or as knowledgeable based. Moreover, it is more than those objectives, it also applied to communicate the standards, values, and even feelings. In supporting the execution of character building, there are eighteen civilized character standards that should be advanced by the institution or college, such as: being religious, honest, tolerant, discipline, hardworking ethos, creative, independent, autonomous citizenship, curious, has the essence of nationality, loving the nation, rewarding accomplishment, friendly/ communicative, loving harmony, reading interest, caring for the situation, aware to community condition, & responsible.

In line with the explanation stated above, Islami (2016) revealed that the students performed six-character values in the school where he conducted the research namely:

1. Independence: It can be observed and obtained when the students were assigned, and they have to do it individually. Likewise, it also can be seen from the way they review their assignment by brushing up the lesson.
2. Hardworking ethos: It can be seen from the way the students give their best effort in doing the task individually or in a group.
3. Curiosity: it can be seen from the student's curiosity in discussion (ask and answer or giving feedback) one another to deepen their understanding about the topic.
4. Democratic citizenship: It can be seen in group discussion which is used to explore their ideas and respecting the different opinion from the other groups or people.

5. Communicative manner: The implementation of it can be seen also in a group or pairs. They have to appreciate one another manner in exploring opinion.
6. Reading interest: it can be seen from the way the students try to figure out what they have read comprehensively.

In addition, the six-character values internalization in ELT was appropriate. It is assumed that encouragement of some common standards, namely honesty, truthfulness, respect, and accountability be called for in the early phases of moral edification and that independence, reflective moral agents, individuals capable of creating informed results and mitigating the ethics that guide such decision should be designed at the later phases of the progress (Shaaban, 2005).

To contextualize those character values into ELT, Islami (2016) proposed two steps. The first step to do is to analyze the standard of competency and basic competency of the lesson. The teachers will be able to determine what character values that can be assimilated into the activity of the lesson by doing so. Then, the character values that they want to improve and incorporate to the lesson can be indicated in the syllabus and lesson plan such as reading, writing, speaking, listening, vocabulary, and so on.

The following phase is implementing what have been scheduled in the curriculum, syllabus, lesson plan into the classroom action. In this stage, some complications may arise, namely teachers are only good at planning of the teaching programs but not at the application. It may occur since they reflect that it is only a formality in order to fulfill their management that is obliged by the college. Consequently, the syllabus and lesson plan which have been planned are often dissimilar to the implementation in the classroom action. Unfortunately, the moral value is neglected due to the limited time and the objective of the study must be fulfilled as formality.

Besides, there are more supporting factors in constructing civilized character in English Language Teaching (ELT) which are broken down as follows:

1. Teaching professional Development:

- a. Teacher awareness

A nice teacher has a positive contribution to assist students to be virtuous educated persons in their future (Malik, 2017; Sukarno, 2012; Islami, 2016; and Marini, 2017). Thus, the teacher must be aware of their responsibility in it. The development focuses both cognitive and soft skill which leads to the internalization of civilized character. As a result, they tend to teach sincerely, and material aspect is not pursued totally when doing their job performance.

- b. Teacher professional development

To enhance the lecturers/ teachers capacity in teaching, they need to upgrade it by involving themselves in some education seminars, teacher training, workshop, etc. i.e.; teaching method, two-way communication, how to be creative in engaging the students activities, giving feedback, reflecting activities and any other techniques for character building in the teaching-learning process. They are lifelong learners to be a living pattern for the students. The teachers are not only able to say the words, meanings, and examples of the values but also can be a good example in the real life for their students both inside and or outside the classroom.

The teacher also can do self-initiated teacher professional development (TPD) instead of the institutional one namely 1) Teachers' own development of intellect, experience and attitudes, which is initiated by the teachers themselves, 2) A procedure in which a teacher undertakes as the principal responsibility for planning, applying, and assessing the learning process. 3) Teachers' own inner drive to participate in TPD, and 4) Individuals are more motivated to learn when they plan and initiate their own learning activities.

2. Brainstorming and class presentation: in designing what to learn, the students' needs are explored together before running the teaching process. They elaborate their ideas, intention actively and politely so that during class presentation, they obtain what they expect to learn. The teacher makes sure that in each meeting, there is civilized character which can be contextualized.
3. Students' presence: students are motivated, focus, and be creative to get the knowledge. Besides presence does not only mean the students attend the class but also make them more engaged during teaching and learning process.
4. Material/ learning resources: Selecting material and the media are urgent to contextualize civilized character. There are authentic material, audio and visual resources, and any other media which contribute to the internalization of the character to make the class more interesting. The integration of general knowledge and moral or religious studies are also best considered in choosing and modifying the material. The local wisdom is meaningful to instill the civilized manner as well. In four English skills, the chosen content or topic should be containing of civilized character. When the ELT process runs smoothly and fun, the internalization of it is implicitly instilled easily.
5. Instruction how and what to do: it is linked to teacher talk in delivering the material and the body language. The indicators can be seen from the praying before and after the class. During the classroom action in teaching, the educator is able to show a good way to communicate, observe, and correct the students' behavior when they do a mistake. Methodology, techniques and approaches are the pivotal linchpin in handling the classroom management.
6. Following up/ evaluation: at the end of the class, the educator assign the learners in a group or individually, and encourage them to be better in the future day by day. The thing that should be underlined is the assessment aspect also considers about civilized character, affective, psychomotor, instead of focusing on cognitive only.

The integration of the knowledge and civilized character in the level of EFL curriculum design, a inclusive framework of applying civilized character into the ESL/EFL program is suggested by Shaaban (2005). There are seven factors of it, namely: 1) communication, 2) language skills, 3) approaches, 4) results, 5) actions, 6) resources, and 7) assessment. The context will efficiently uphold second and foreign language learners' linguistics and intellectual growth and, at the same time, boost the progression of their personality.

In line with the use of ICT, Komalasari and Saripuddin (2017) revealed in their study that the internalization of the values can be conducted through the use of interactive multimedia with several phases: 1) negotiation of topic substance and character, 2) demonstration of resources, 3) group distribution based on social science matters, 4) investigation of civilized character according to the subjects, and 5) combined exercise (preliminary reflection to school, multimedia scenario growth, multimedia construction, audiovisual aid model in class, and its utilization in



school). Those had been affected meaningfully by applying them for the foundation of the students' character.

Hence, the use of media or ICT can facilitate the contextualization of civilized character. Obviously, it is related to the content and the tool of delivering the moral or civilized message during class and it can be recorded in their mind to implement the value in facing daily matters.

Referring to the subject taught, especially English should reflect that it is not general subject which has no relation with civilized character at all. The integrative content of lesson is obtained from any resources to achieve the objective domains in education. In contrast, if the teacher tend to be secular, the aim of civilized character contextualization will be difficult to apply and achieve.

### **Philosophical approach to civilized character in ELT**

A philosopher, Prof. Dr. N. Driyarkara, stated that philosophy is a radical human mind, meaning that by ignoring the positions and opinions received only, try show the view which is the root of others practical views and attitudes. If philosophy for example talks about society, law, sociology, and decency etc., in one view it is not directed to the causes the closest, but to the final 'why' as long as possible in human mind based on its strength.

Philosophically, an individual's performance is greatly influenced by the world view he has. Epistemology, anthology, and axiology influence each other. If someone has an empirical worldview, then the way he behaves tends to be materialistic and deny the existence of intrinsic or non-material factors. For example, when someone dies, what actually happens is not the loss of life, but according to materialism, the cause of death is a gradual lack of energy. Generally, most people think that education only can improve someone's intellectual intelligence or Intellectual Quotient (IQ). Meanwhile, this kind of ground thinking paradigm has misled the core of education. Since the student study in kindergarten, elementary school, junior high school, senior high school, even in the university, the same perspective continuously focus on cognitive aspects (numerical and text reading).

In fact, the students' assessment result of education is mostly measured based on cognitive aspect. The affective and psychomotor domains in education are seldom applied as the habituation and exemplary shape. In addition, each person may have different dominant intelligences namely multiple intelligences. For example, a student may have low ability in understanding typical subject. He tends to play musical instrument and sings his favorite songs.

Educational philosophy is the philosophy used in study of educational problems. Philosophy will determine "where we want to take" our students. Philosophy is a set of values that underlie and guide in the direction achievement of educational goals. Therefore, philosophy is adhered by a certain nation or group of people or which is embraced by individuals (in this case lecturers/teachers) will greatly affect the educational goals to be achieved (Kristiawan, 2016).

Another idea is elaborating positive local principles which should be assimilated into the application of ELT. The contents of teaching EFL will be more significant if they are related to students' socio-economic cultural backgrounds. In teaching EFL, the cultures of its native

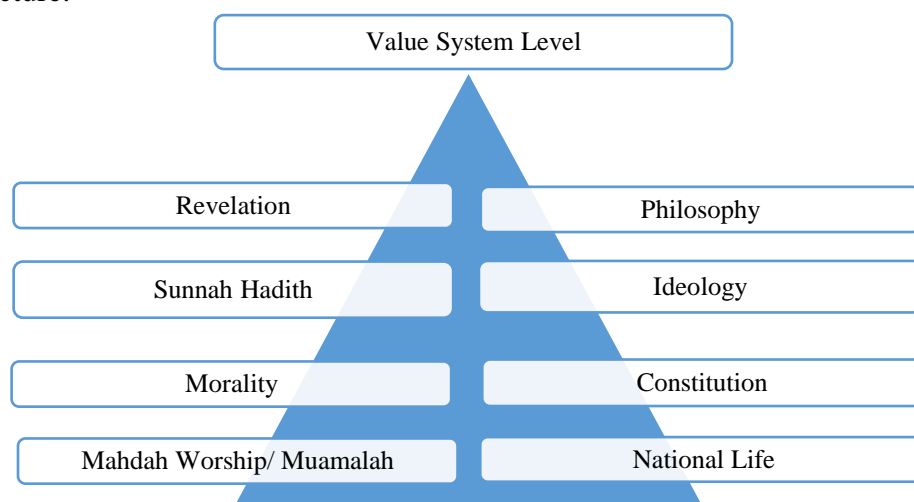
speakers can be used as meaningful input versions to discover and elaborate local cultures consisting of moral values and local wisdoms meaningful for character building. The integration of character building in language classes can be implemented by accumulating some content related to the character building in text book which is argued by Sukarno (2012). Local wisdom in Indonesia is full of civilized character. There are some folk stores of Indonesian which introduces local wisdom and civilized character written in English. The cross cultural understanding from the other countries are found and accessed from the internet.

Referring to it, the curriculum plays an important role as well in building the national character by inserting the intended cultural contents in the textbooks. It is the one who then interpret what is aimed in the curriculum through the representations of the content in the textbooks (Amalisa, 2014).

In organizing learning process, the teacher should prepare planning, applying and evaluating. However, Islami (2016) revealed in his study that the teacher did the step of how to develop character education through planning and applying without evaluating. The character values were internalized by the English teacher into the process of teaching and learning even though she did not realize it.

Talking about ELT, all developments in science and technology, with various fields of discipline, from the simplest to the most sophisticated, is treasury words, proverbs and vocabulary in communication humans with nature. Human behavior by applying science technology well, will get a reply, appreciation from nature, in the ease form, strength and comfort.

Moreover, the depth of understanding of science knowledge and mastery of science and technology lead someone or society at a high level of accuracy. The application on science and technology will produce effectiveness and efficiency which means reducing the level of waste. On the other hand, accuracy will also emerge aspects of the value of art or beauty. Thus, the application of art in technology is high level communication with natural contents, as shown in the following picture:



*Figure 1. Communication Patterns of Science and Technology with Religious Values*

Mawardi (2015) stated that through communication, the mastery of language in grammar and vocabulary is not right yet can be called good. The best communication is besides using grammar and vocabulary are correct and good, also apply ethics, politeness in accordance with the context. The higher the topic of the study is, the better the art of communication should be. English as a media for delivering meaning is the integrated value in ethics in expressing ideas both spoken and written. In any aspects of life, the level of someone's knowledge is measured through the way she/he delivers the meaning in each context, and the most important thing of all is etiquette/ ethics in talking.

The issue is whether ethics in communicating with the entire contents of nature this universe. Ethics are attitudes and behavior based on religious values by upholding the *Tawhīd*'s words, and recognizing and applying them understanding the Oneness of Allah S.W.T in all aspects of this life. The hierarchy of understanding the meaning of science and technology above can be described as something that there is harmony between human endeavors with provisions which has been determined by Allah S.W.T. As for science and technology developing build civilization with mechanisms or procedures that can be described as follows:

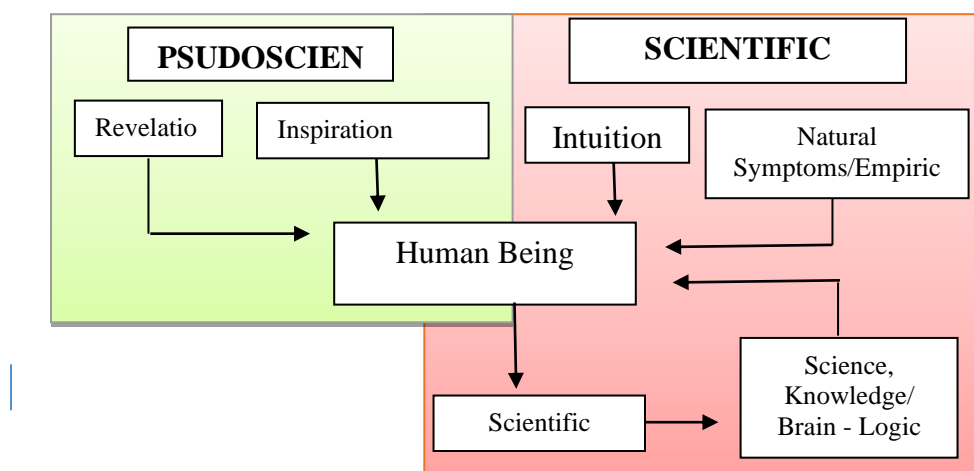


Figure 2. Mechanisms or Procedures in Science Building a Civilization

Symptoms that occur in the Western world since the modern century to the millennium now has developed science and technology comprehensively after receiving baton from Muslim scientists. However, they have ignored the *Sunnatullāh* unity framework above. They focus on the materialistic aspect rather than non-material parts since they consider it as pseudoscience. They are just glorifying mechanism of scientific method and ignore the role of revelation. The implication, they assume that revelation and inspiration is pseudoscience, "false science", whose truth is not recognized. Principles and frameworks of thinking such as this that are widely developed, without any movement followed by the people Islam in various corners of the world, because they have received rewards from Allah SWT is a capitalist, materialistic, and hedonism system of life lead to a decrease in the degree or quality of "*khayr al-ummah*"/ the best person in the world.

Even in the field of education, when the teacher or students encounter the impact of capitalism, materialism and hedonism. If the teachers think empirically in doing their job performance due to material oriented, the moral value is ignored. Consequently, when the salary or their orientation is only capitalistic things, the impact is they will see everything when it's suitable with their measurement in pursuing money, position, and just transfer knowledge regardless educating or instilling civilized character to the students.

Meanwhile, in philosophy of technology there are three diverse *foci of thoughtfulness*, whereas it is normally believed that technology covers all of them. The first, technology as a *kind of knowledge* which mixes systematic knowledge of (know that) and precise technological knowledge of (know how) and has a crucial part in design. Secondly is technology as an *activity of human* which applies a procedural process in order to alter the truth in a resource full approach. In the social world and possesses a pure importance for macroeconomics and microeconomics. It looks clear that those affect in education feature as well.

There is a twofold reflection of these technological progressions in nature philosophically. In contrast, technological inventions have formed a world of artifacts which have increased *positive freedom* of members of society. The dominion over nature has contributed to that determination.

On the other hand, the transformation of nature made by the social actions of technologists can have *negative consequences*, either intentionally or in an unforeseen way (side effects). Moreover, sustainable development assumes the idea of a collective responsibility for the environment, because it is a natural reality that belongs to the whole society and to each one of its members. Therefore, if the teacher does not equip students with civilized characters as filters of the technology side effects, technology will instead become a boomerang in their lives.

Linked to the explanations above, the teacher might as well become a good pattern for the students starting from having civilized character. After the teacher changes himself/ herself to be better civilized character humans, it is automatically will affect the students especially in institution or school. It is said in the popular prophetic tradition of Muhammad p.b.u.h.: "whoever knows himself/ herself, then he knows his Lord". Knowing why we live in this world, what for, and where and how we will end this life really affect our attitude in doing anything. In ELT, the contextualization of civilized character is the realization of the prophet Muhammad mission. Similarly, it is line with the second pillar of Pancasila.

The civilized character contextualization such as being religious, honest, tolerant, discipline, hardworking ethos, creative, independent, democratic citizenship, curious, has the spirit of nationality, loving the country, rewarding achievement, friendly/ communicative, loving peace, reading interest, caring for the environment, aware to social condition, & responsible is the reflection of integration some general subjects with religious studies. They are applicable in ELT when the content of material, class management, assignment, learning process, media, context, are internalized. Those civilized characters are instilled in learning process and will be inherent in daily life. Since philosophically all of us are the lifelong learners who face the real faculty of education every day.

### **Conclusion**

The contextualization of civilized character will be non-sense without the positive contribution of a good and sincere teacher. Therefore, the teacher has to be aware by enriching their qualification in ELT. Joining education seminars or workshops even self-initiated teacher professional development are the best inputs for them. Consequently, when the teacher is qualified and a good pattern for the students, it is not that difficult to imitate by them. In addition, brainstorming and class presentation, students' presence, material/ learning resources, methodology, techniques and approaches, following up/ assessment are the urgent phases which really give a great impact on the civilized character internalization. The integration of general knowledge modified with the students learning styles make the atmosphere and the objective of civilized character internalization easily and fun to conduct. Furthermore, the assessment prioritizes all aspects, namely cognitive, affective, and psychomotor, so it becomes motivation for students who have mediocre or low IQ to compete one another. As a matter of fact, each teacher and student are the leaders in this world and are obliged to have civilized character in philosophical approach.

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