



# THE MISSION OF LANGUAGE TEACHING:

## Human Character Formation

**Bambang Indriyanto**  
Director  
SEAMEO, QITEP In Language

## ***Topics of Discussion***

**A**

***The Mission of Education***

**B**

***Roles of Language Teaching***

**C**

***Outcomes of Language Teaching***

# A

## *The Mission of Education*

---

- 1. The Orientations of Life*
- 2. The Path of the Role of Education*
- 3. Curriculum as Bases*
- 4. Phases of Internalizing the Mission of Education*
- 5. School as Entry Point*
- 6. Teaching in Practices*

# *The Orientations of Life*

The very idea of teaching based on the point of view of education missions is to create social harmony and to make social progress

## **Orientations towards Social Harmony**

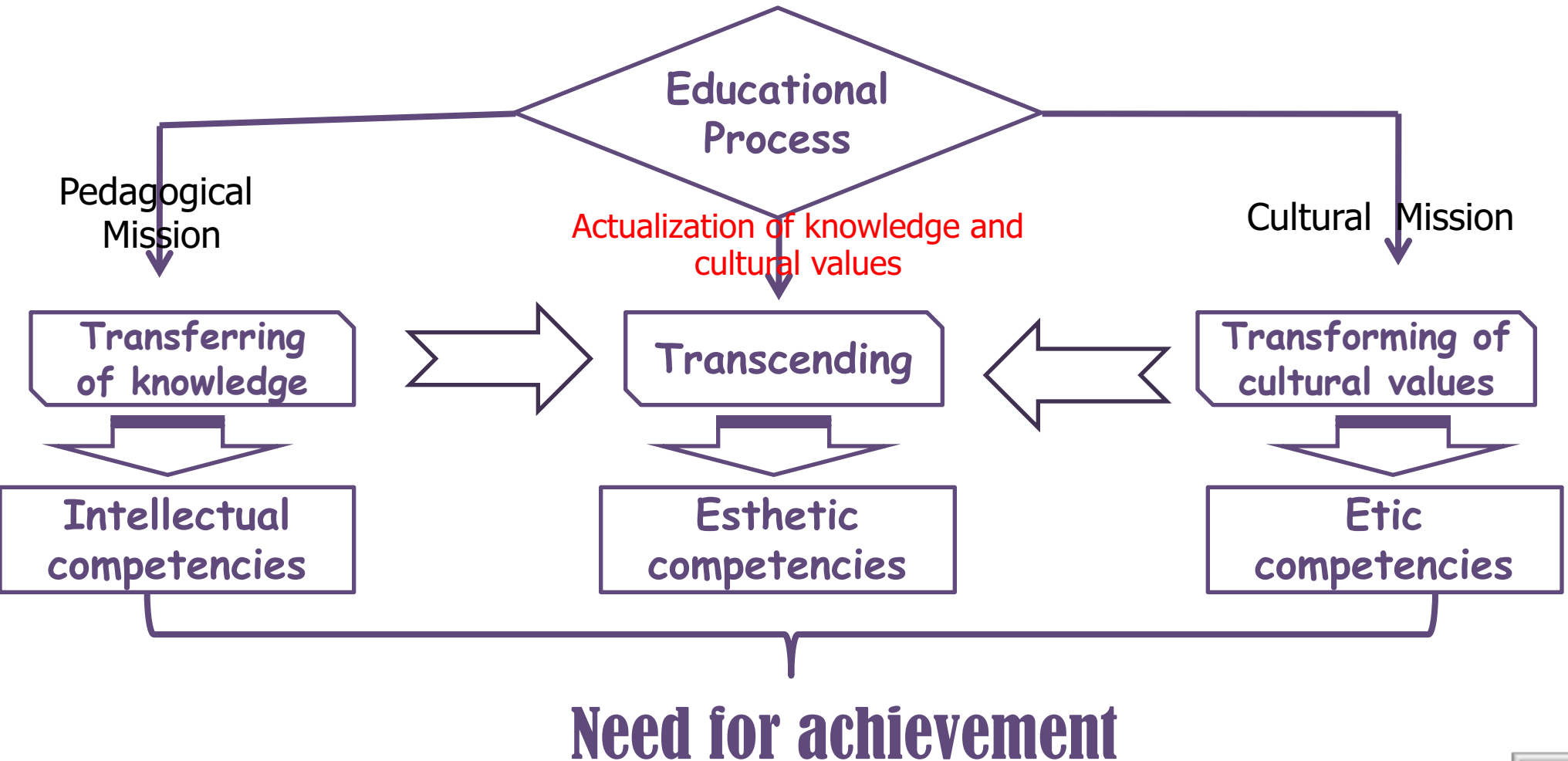
- **Harmony as Social Foundation**
- **Harmony as Social Capital**

## **Orientations towards Making Progress**

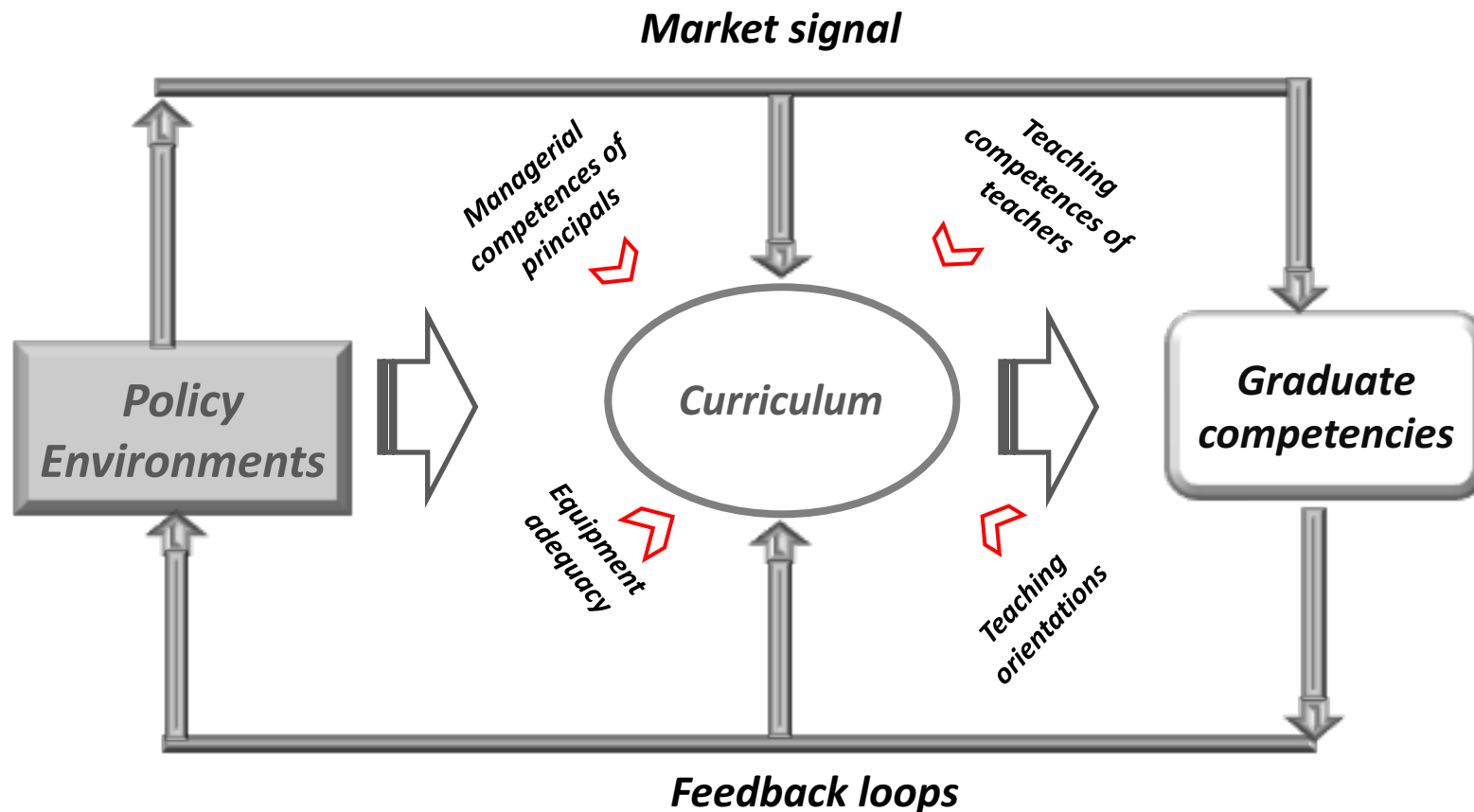
- **Progress for Competitiveness**
- **Progress for Sustainability**

# The Path of the Role Education

Education has pedagogical and cultural missions to lead every student to become a competent individual

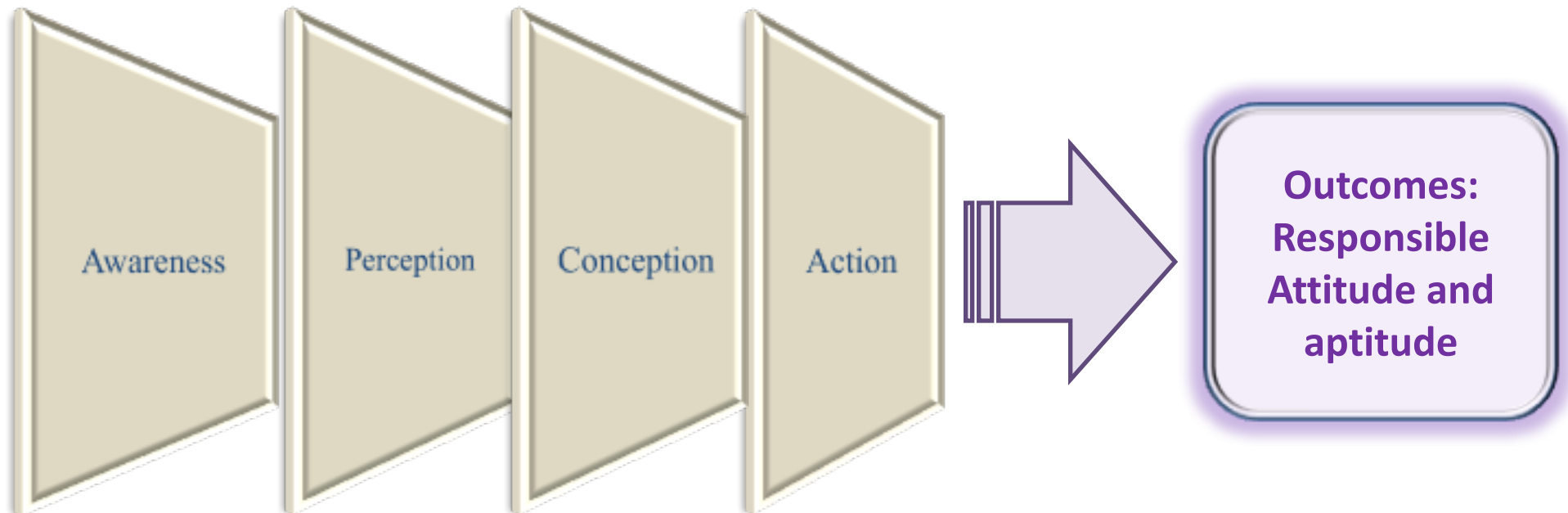


Curriculum serve as bases to implement the mission of Education



## *Phases of Internalizing the Mission Education*

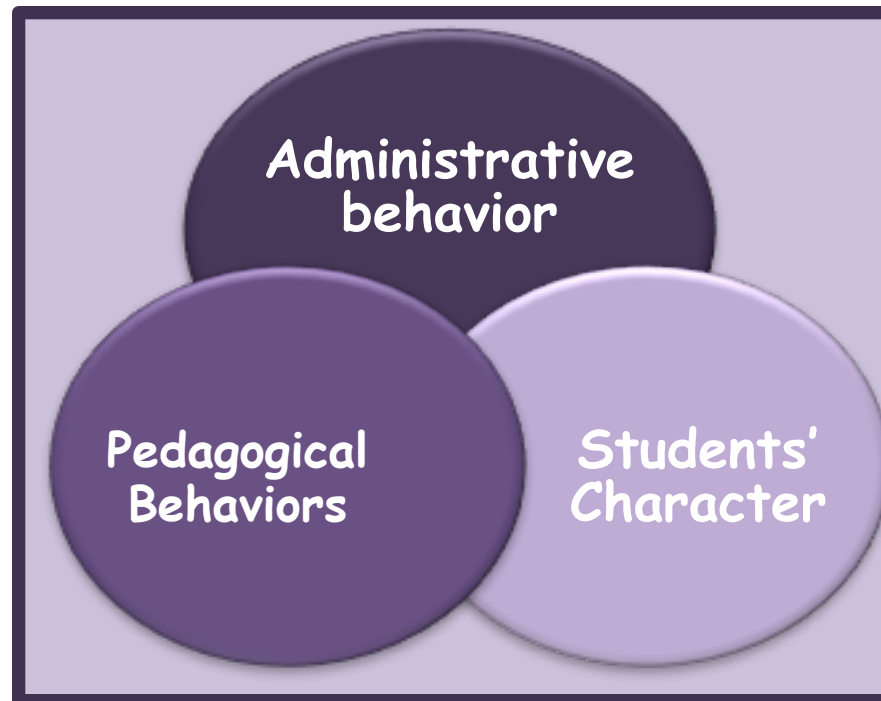
Given the fact that education missions are complex they go through a series of sequential phase.



# School as Entry Point

*School is the dominant institution where transferring knowledge and transforming cultural values taking places. Managerial factors serve as determinants for the effectiveness of transferring and transforming roles*

School as Education Institution



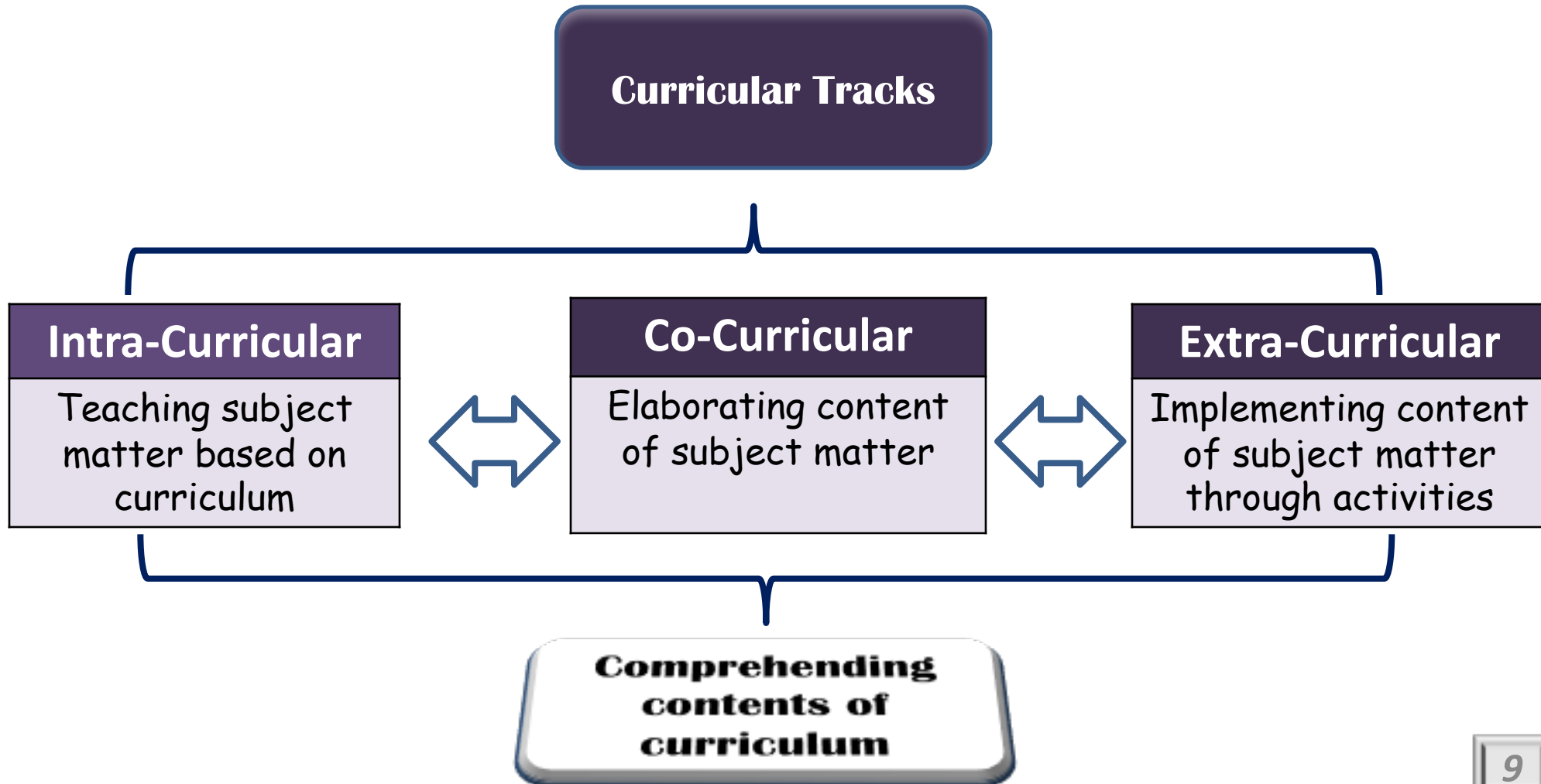
Expected Outcomes

Mechanism  
of Transfer  
and  
Transform

A set of  
competence and  
behavior



Teaching as a means of empowering students are achieved through three integrated curricular tracks.



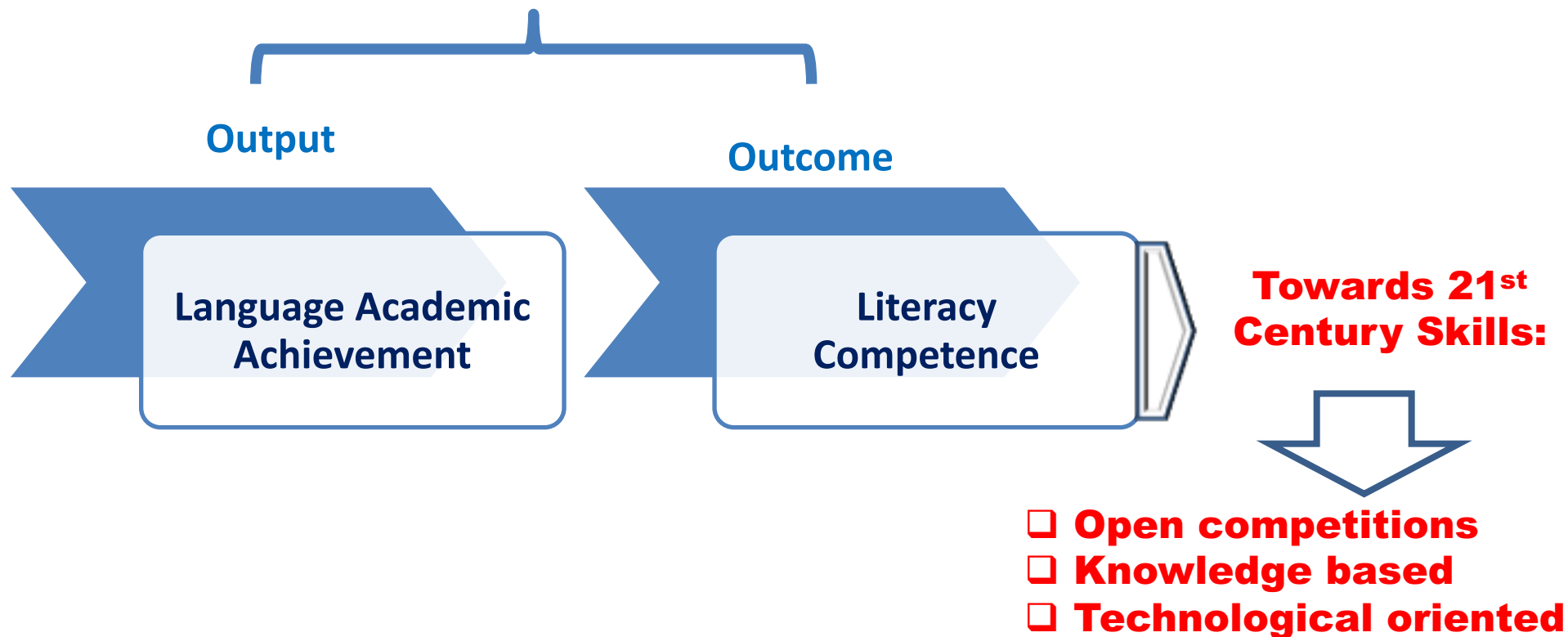
# B

## ***Roles of Language Teaching***

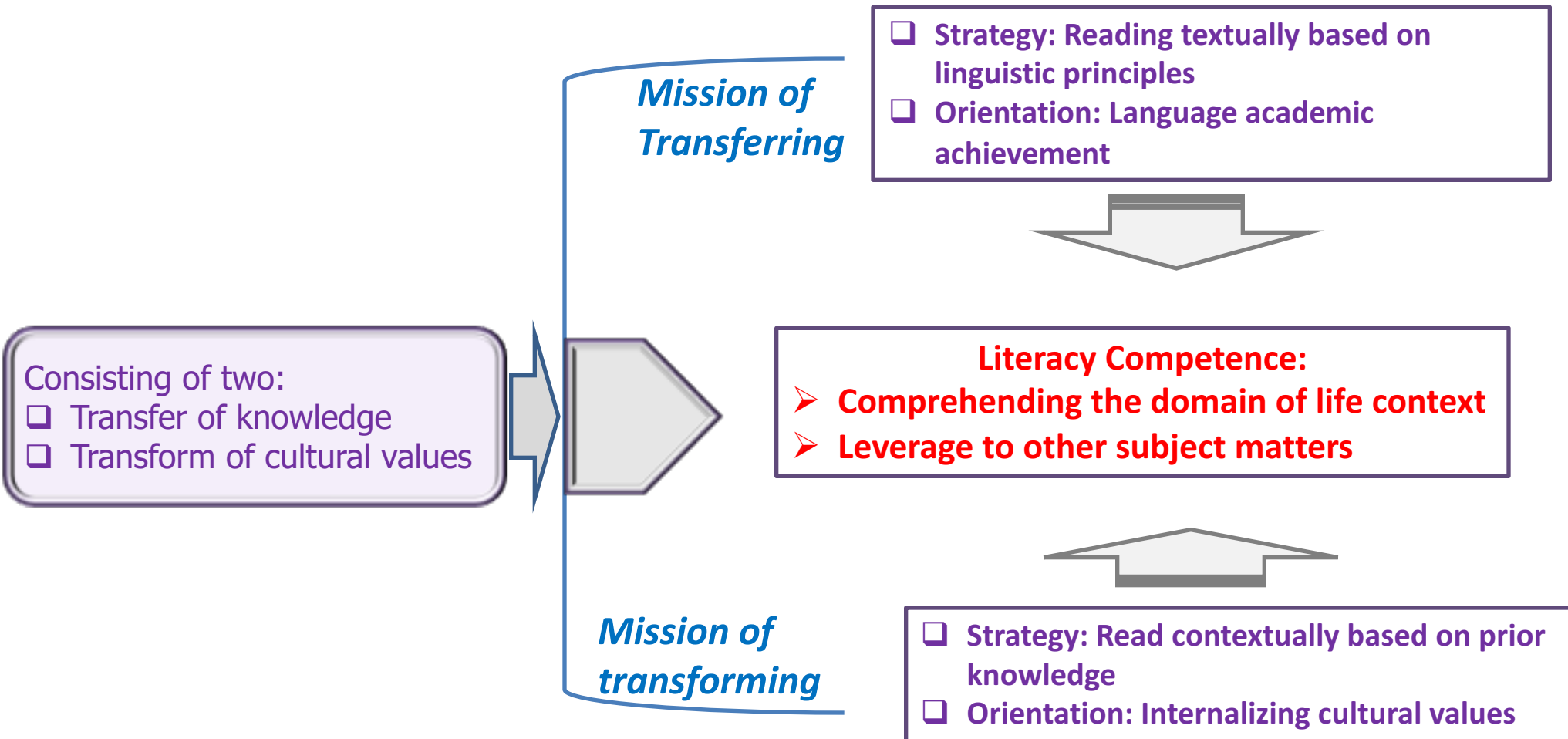
---

- 1. The Paradigm of Language Teaching***
- 2. Language Missions***
- 3. The Level of Literacy Competence***
- 4. School as Entry Point***

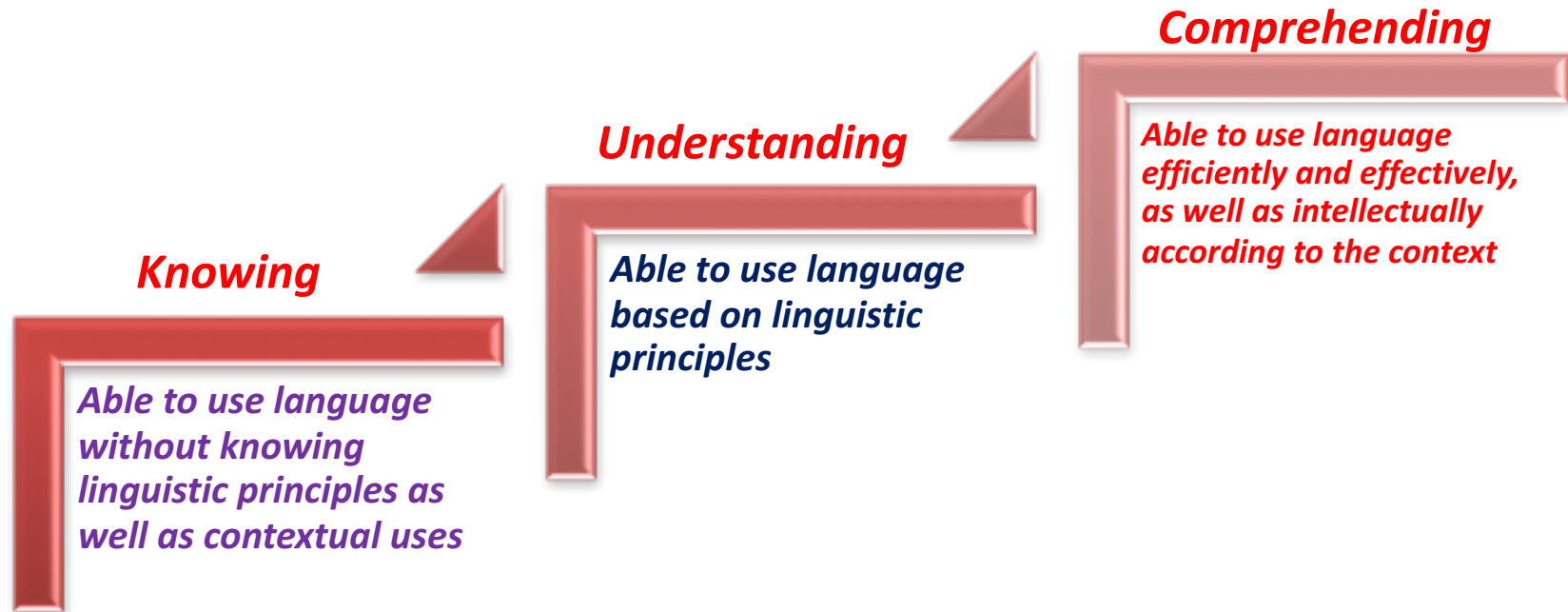
## Targets of Language Teaching



# Language Missions



# The Level of Literacy Competence



# C

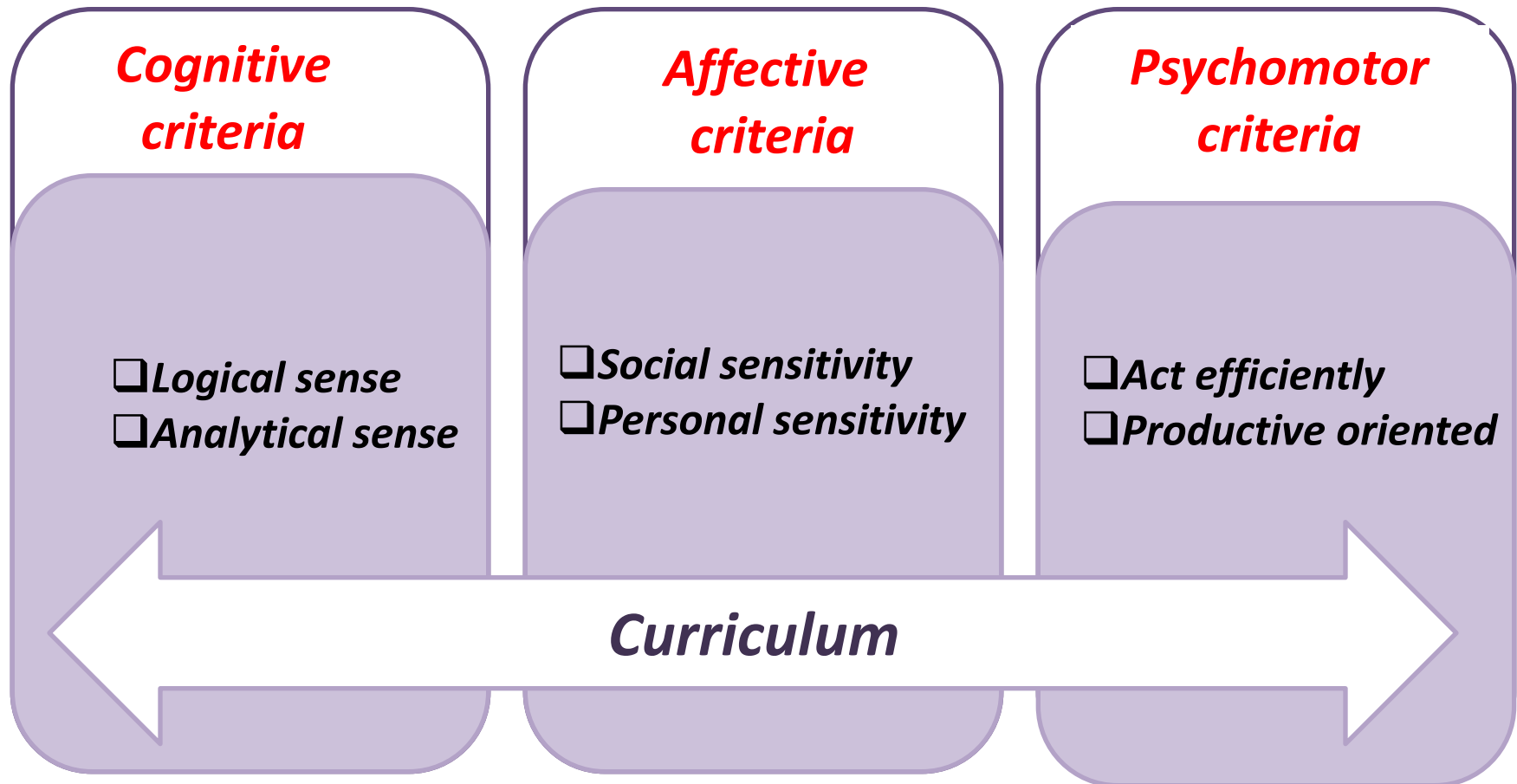
## *Outcomes of Language Teaching*

---

- 1. Educational Taxonomy Perspectives*
- 2. Broader Outcomes*
- 3. Educational taxonomy perspectives*

# *Educational Taxonomy Perspectives*

The effectiveness of transferring and transforming processes are commonly measured in three domains of education outputs.



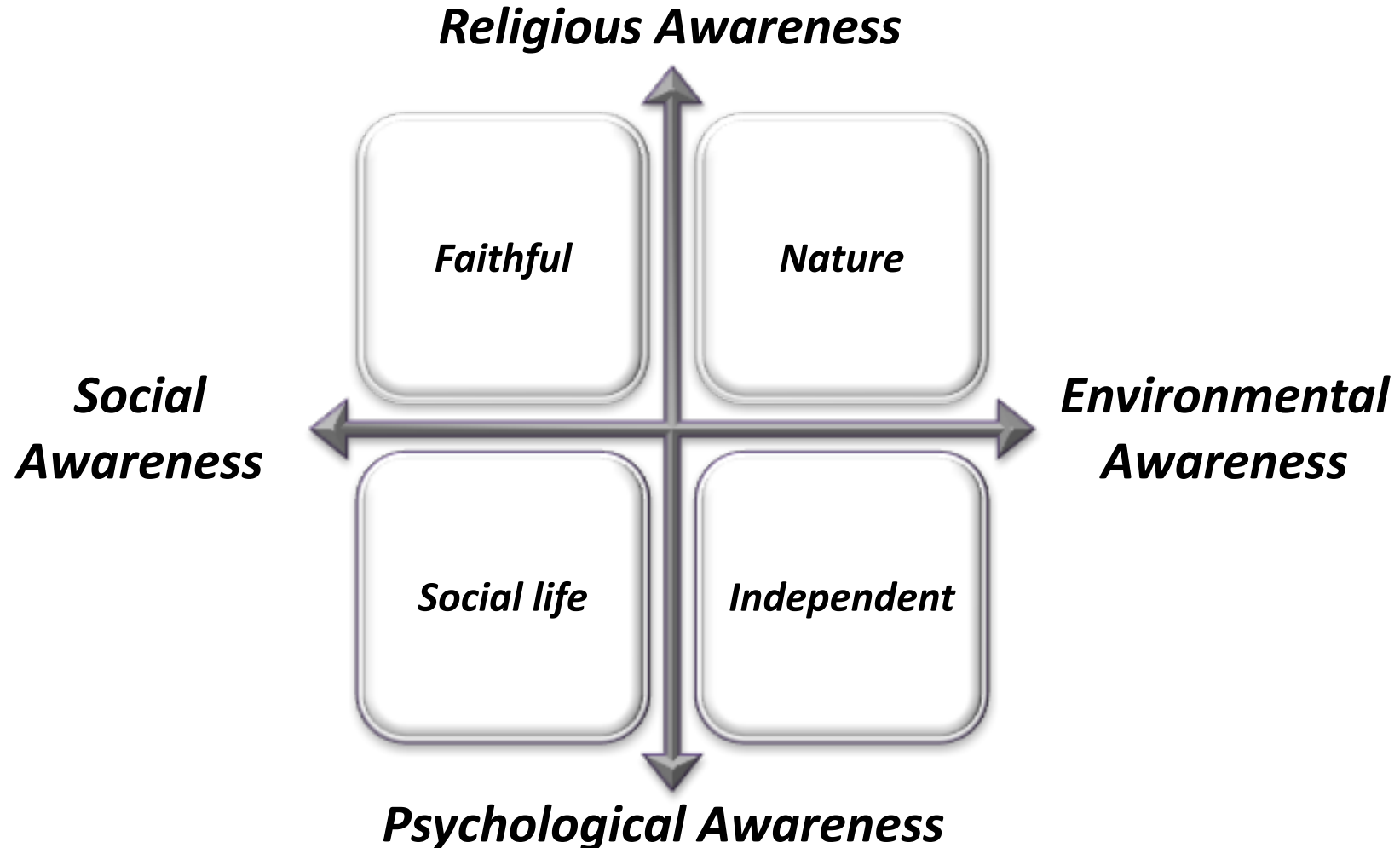
## *Broader Outcomes*

<b>Perspective</b>	<b>Outcomes</b>
Pedagogy	Individuals who have cognitive, affective, and psychomotoric competencies to support their life as a member of community
Religious	Individuals who have religious faith consisting of religiosity and religiosim
Economy	Individuals having skills to boost productivity and economic growth
Politic	Individuals who have democratic attitudes and supporting democracy
Social	Individuals having competencies to develop and enrich cultural values as a part of ensuring social harmony



# *Institutionalization The Outcomes*

*As knowledge and values have been internalized by students, they are institutionalized through their professional life*



***Thank You***