



Table of Content

**Foreword to the International Edition by Don Faust, Ph.D.
and Judith Puncochar, Ph.D.—xi**

Opening by Harry Bhaskara—xv

Introduction by Dr. Sharon L. Pugh—xix

Preface—xxiii

Down To Earth with Islam

- 1 Pancasila-contextualized Islam—3
- 2 The haj pilgrimage: A social and global vision—7
- 3 Holistic education creates 'perfect people'—13
- 4 Seeking balance between immaterial, material cultures—19
- 5 Preaching is not enough to stop radicalism—23
- 6 Is Ramadhan a month for jihad?—29
- 7 Ramadhan: Month of education and social solidarity—33
- 8 Applying Ramadhan's values—39
- 9 Idul Fitri: Festivity of charity and forgiveness—43
- 10 Reinterpreting *mudik*—49
- 11 Redefining Religion at School—53
- 12 Classroom discourse to foster religious harmony—59

Education

- 13 Cross-curricular teaching is vital in primary education—67
- 14 Curriculum for adding meaning—71
- 15 Decentralized education a must—75
- 16 Designing education for modernity—81
- 17 Down to earth with Indonesian teachers' knowledge—85
- 18 Education to develop social awareness—91
- 19 Redefining moral education a must—95
- 20 Enhancing multicultural education—101
- 21 Improving higher RI education—107
- 22 In Indonesia, liberal studies are unfortunately neglected—111
- 23 Pragmatism in British schools—117
- 24 Professors' reluctance to teach undergraduates—121
- 25 Redefining college education—125
- 26 Redefining multicultural education—131
- 27 Redesigning curriculum for multicultural teachers—135
- 28 Reforming music education in Indonesia—141
- 29 Revitalizing national education—147
- 30 Rights education for building a democracy—151
- 31 Teacher, not curriculum, matters—157
- 32 Teachers as researchers: is it possible in Indonesia?—161
- 33 Trimming primary school subjects toward character building—165
- 34 Universities are born to be autonomous—academically—169
- 35 Vocational education must provide students with life skills—175
- 36 Why (not) international education?—181
- 37 Improving teacher training colleges—185

Language Education

- 38 Are we ready for IFL teaching?—193
- 39 Ethnic literature helps inspire learning and writing—197
- 40 Government indifference hindering literacy in local languages—203
- 41 Literature deserves a place in our school lessons—209
- 42 Resurrecting literature in schools—215
- 43 Should college students learn Indonesian?—221
- 44 Adult content in primary textbooks—225
- 45 Intellectuals lack writing skills—231
- 46 It's time to revitalize Indonesian teaching—237
- 47 Is there such a thing as 'Indonesian English'?—241
- 48 What's right with native speakers as English instructors?—247

- 49 Redesigning the curriculum for English teachers—253
- 50 English language teaching must be reformed (1)—259
- 51 English language teaching must be reformed (2)—263
- 52 Improving college English to function to the full—269
- 53 Textbook writers' skills queried—275
- 54 Why literature work is not popular among students—279
- 55 It's right time to revitalize the Youth Pledge—285
- 56 Lament for minor languages—289
- 57 Language democratization a must—295
- 58 Language modernization needs collective effort—301
- 59 Language education builds critical thinking—307
- 60 Critical thinking crucial to global success—313
- 61 Unlocking Indonesian language policy—317
- 62 Developing writing skills from childhood—323
- 63 Plagiarism, a failure in education—331
- 64 Powerful writers versus the helpless readers—335
- 65 Readers today, leaders tomorrow—341
- 66 Shifting writing from knowlege to commitment—345
- 67 Ways to better RI English skills—349
- 68 Writing is neglected in our schools—355
- 69 Writing needs more recognition—361

Culture

- 70 Bureaucracy must be tamed—369
- 71 Honorary degree: The right move at wrong time—373
- 72 Hooliganism a failure in education—379
- 73 The neo-nostalgia of Malay culture—385
- 74 Community newspapers helps boost literacy—391
- 75 Developing political literacy—397
- 76 Lesson from regional elections: In political parties we do not trust — 403
- 77 Presidential debate a form of education—407
- 78 Corruption within the Indonesian academic community—413

Afterword by C. W. Watson—417

Reference—425

About the Author—429

Index—431