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Transforming moral education

NEXT year marks an important era in the development of Moral Education in Malaysia. All secondary schools, starting with Form One, will have a new syllabus based on *Dokumen Standard Kurikulum dan Pentaksiran Pendidikan Moral* (DSKP Moral Education).

What is different here compared to previous syllabus is teachers are also provided with the guidelines to conduct holistic assessment for the subject. The standard assessment section guides teachers of Moral Education to evaluate students continuously and take the appropriate follow-up action to ensure students' performance based on their individual growth and development is priority.

DKSP Moral Education has been structured and planned with great detail by experts in the field of Moral Education to ensure that students are able to understand, appreciate and practise universal values sourced from religion, traditions and the Constitution.

Students would be taught to make moral judgments and take action based on moral and social responsibility towards society, the nation and the world in line with three principles - altruism, autonomy and justice.

Skills for 21st century are included to ensure that students have the resilience to face daily moral dilemmas with confidence and responsibility. All these will hopefully lead towards a united and harmonious society.

There are six main objectives in the teaching of Moral Education for secondary schools.

First is for students to know and understand moral concepts and moral issues in everyday life. Second is to develop moral reasoning in making decisions and solving moral dilemmas based on moral principles. Third is to develop moral emotions towards a just and empathetic character. Fourth is to practice moral action with responsibility and integrity. Fifth is to reinforce elements of unity in self to create a harmonious society. And finally it is for students to appreciate and apply universal values in their daily lives to become upright individuals.

With all these said, I have great hope that with the right teachers, appropriate materials and teaching approaches as well as support from society at every level, we are going to have a vivid transformation in the subject of Moral Education.

My only doubt is whether we have subjects complementing Moral Education that also have similar aims and objectives. This is because less than 50% of the secondary school students study Moral Education. If we want to create a society that is united, just and practises universal values, then all students should be

exposed to such a philosophy. Only then can we proudly declare that transformation is a reality, and not a myth, in our current education system.

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