

A CULTURAL CONTENT ANALYSIS OF CURRICULUM 2013 IN INDONESIA: A CHARACTER BUILDING BASED CURRICULUM

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Abstract: This study was aimed to investigate how cultural content is set up in curriculum 2013 which is also known as a character building based curriculum, and the latest curriculum which being implemented in Indonesia. The scheme of this study is content analysis research. Further, Campinha-Bacote Model (2002) which developed by Matelliano (2008) was utilized to this study. The outcome data was presented in the form of descriptive report and it was also lighted up with some inferences and discussion. The result showed that the cultural aspects were found from all over the objectives of curriculum 2013. Most of the cultural content in the curriculum 2013 is set up in the form of cultural desire which focuses on the respecting and caring towards some aspects of the life. Finally, this study illuminated our understanding on how the cultural content is set up in the 2013 curriculum. At the end, the research was also summarized with the essential conclusion as well valuable recommendation.

Keywords: *Cultural Content Analysis, Curriculum 2013*

Curriculum is a set of planning which would be implemented in the educational scheme. In view of that, Su (2012) assumes that curriculum is as a means of achieving specific educational goals and objectives. The goals and objectives are bond in the form of activities and learning materials. Those are intended to assist the learners to study particular knowledge, skills, and attitudes (Nelson, Jacobs, Cuban, 1992). Simply, curriculum is a portrayal of what, why, how and when pupils should learn (International Bureau of Education, 2016). Therefore, a curriculum has fundamental roles in educational system.

The curriculum is supposed to cover all aspects of edification design. For that reason, Lattuca & Stark (2009) postulated a planning design which includes some elements; purposes, content, sequence, learners, instructional processes, instructional resources, evaluation, and adjustment. Meanwhile, International Bureau of Education (2016) assumed that the curriculum will cover many dimensions of learning, including rationale, aims, content, methods, resources, time, assessment, etc. One of the important parts of the curriculum planning is the curriculum content.

Accordingly, Hassan (2016) said that curriculum content is an organization of data, thoughts, conceptions and skills that are offered, discussed and mixed up in the course. It should expose what societal has reached, its institutions, aspirations, customs, and ways of life. Thus, it is clear that curriculum content will grow and turn out to be representative of larger community and cultural changes as the people become more multicultural (English, 2009). Consequently, culture affects curriculum development progression (Nijhuis, Pieters, & Voogt, 2013). In short, curriculum content will and always is in tied with the culture contents.

The purpose of culture content in the curriculum is to let the students have multicultural competence as the learners are living in the divergent society. In detail, Joseph, Bravmann, Windschitl, Mikel, and Green (2000) hypothesize that culture in the curriculum lets people notice to principle systems, morals, behaviors, language, artistic expression, the environment, power relationships, and the customs which leads to what is correct or appropriate. Similarly, Mostafazadeh, Keshtiaray, Ghulizadeh (2015) explained that a set of multicultural contents in the curriculum is a plan with an egalitarian approach, which will direct to peaceful coexistence, edification, fairness and equal educational opportunities for all people with nationality, class, religion, and gender and different races, and is projected to promote main capacities of people especially in multicultural societies. It could be stated that, culture content in the curriculum is highly essential to shape the students for better understanding inside the community.

Then, some of cultural contents or aspects that needed to be encouraged to the students are cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desire. Cultural awareness is the self-examination. While, cultural knowledge is the progression of getting information about diverse cultural and tribal groups. More, cultural skill is the aptitude to gather significant cultural information. Next, cultural encounter is the procedure that encourages the person to directly engage in cross-cultural contacts. After that, cultural desire is the motivation to engage in the process of becoming culturally alert, culturally learned, culturally competent, and common with cultural encounters (Camphina-Bacote, 2002).

Additionally, the latest curriculum which being implemented in educational system in Indonesia is 2013 curriculum, this curriculum is also well known as a character building based curriculum. As one of the current curriculums in Indonesia, it is important to discover how the culture is set up in the curriculum content in 2013 curriculum. That is why, this research is prominently fundamental to be conducted.

The similar study had ever been done by Mostafazadeh, Keshtiaray, Ghulizadeh, (2015). The study was executed to examine the reasons for considering the multicultural curriculum and identify its components. It found that consideration to multicultural education curriculum, at global and national situation is an unavoidable necessity. Another was also completed by Nijhuis, Pieters, & Voogt (2013). The aimed of the study was identifying how curriculum development activities were responsive to culture. They found from the result of the study that culture can be use into account in curriculum advance processes and a good fit between the developed curriculum and the local background can be ensured.

Method

The format of this study was content analysis research. This study was aimed to investigate how cultural content is set up in curriculum 2013 which is also known as a character building based curriculum and the latest curriculum which being implemented in Indonesia. This study was targeted to discover five aspects of cultural content in the 2013 curriculum. The aspects were cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desire, which adopted from Campinha-Bacote (2002) model. The aspects were developed into guideline objectives by Matelliano (2008). Then, this study utilized it in the process of obtaining the data with some adjustments. Next, the analysis analyzed the documents related to curriculum 2013. After that, the outcome data presented in the form of descriptive report and the inferences would be drawn as the research discussion.

Results and Discussion

The data of the study is presented in the form of report description along with the tabulation of the finding data from the curriculum. The focus analysis of this study is the objectives of the curriculum. Therefore, the study focused to analyze whether the objectives in curriculum indicate the cultural content which provided by Campinha-Bacote (2002) or not. The study found that there were three main objectives of curriculum 2013. The objectives were character, literacy and competency. Each objective was explained into values and dimension along with the explanation. Thus, this inspection analyzed each value and dimension of the objectives.

The character objective has 18 values; Religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, nationalism, to love the nation, respecting achievement, friendly/communicative, peaceful, to love reading, care to the environment, social caring and responsibility. Then, literacy objective was group to be 5 literacy types; basic literacy, library literacy, media literacy, technology literacy and visual literacy. More, the competency objective was separated into three sub-competency; attitude competency, knowledge competency (Factual, conceptual, procedural, and meta-cognitive) and skill competency (Observing, asking, collecting information/trying, reasoning/negotiating and communicating). After analyzing each value and dimension, the data was gathered in the table below:

Table 1 Analysis Results			
Aspects	Character	Literacy	Competency

Cultural Awareness	<p>Democratic: Way of thinking, behaving and acting that puts equal rights and obligations of him and others.</p> <p>Responsibility: Someone's attitude and behavior in carrying out his duties and obligations towards himself, society, environment (natural, social and culture), country and the God.</p>	-	-
Cultural Knowledge	<p>Tolerance: Attitudes and actions that respect differences towards religion, tribe, ethnicity, opinions, attitudes and actions of other people who are different from him.</p>	-	-
Cultural Skill	-	<p>Literacy Technology: Good understanding in managing information for community needs</p>	<p>Practicing the Value (Description) : Develop the values as his traits in thinking, saying, communicating, and acting (character). Perceiving: Adhering to, changing, organizing, classifying combine, maintain, build, form opinions, integrate, manage, negotiate, discuss.</p>
Cultural Encounters	<p>Friendly/Communicative: Action that shows pleasure of talking, hanging out and working with other people.</p> <p>Peaceful: Attitude, words and actions that let other people feel happy and safe with his presence.</p>	-	<p>Responding the Value (Action): Answer, help, ask, compromise, like, welcome, support, approve, display, report, vote, say, sort,</p>

			reject.
Cultural Desire	<p>Religious: Attitude and behavior that are obedient in carrying out the value of the religion he adheres to, tolerant of the implementation of religious worship of others, and live in harmony with other religious believers.</p> <p>Love the Nation: how to think, behave and do what show loyalty, caring, and high appreciation for language, physical, social, cultural, economic and the politics of his people.</p> <p>Respecting Achievement: The attitude and actions that drive him to produce something useful for community, and acknowledge and respect the success of others.</p> <p>Social Care: Attitudes and actions that always want to give help for other people and communities need.</p>	-	<p>Practicing the Value (Action): Change behavior, noble, influence, actualizing, serving, proving, giving solutions</p>
Source: Designed by Author			

The cultural aspects were found from all over the objectives of curriculum 2013. Under character objective; the cultural awareness was indicated in democratic and responsible value, cultural knowledge under tolerance value, cultural encounters was found from friendly/communicative and peaceful value, and cultural desire was pointed to religious, love the nation, respecting achievement and social care value. Meanwhile, there was not any value which showed under cultural skill. After that, in literacy objective, there was only one cultural aspect which set up and it was under cultural skill. Next, from competency objective, the data was located from attitude dimension. Cultural skill was got from practicing the value (description) and perceiving dimension, cultural encounters was discovered from responding the value (action) dimension, and cultural desire was indicated from practicing the value (action) dimension.

Next, this study was in line with the studies from Mostafazadeh, Keshtiaray, Ghulizadeh, (2015) and Nijhuis, Pieters, & Voogt (2013) that the cultural content is integrated in the curriculum. As well, the curriculum inserted cultural content this followed as what Nijhuis, Pieters, & Voogt (2013) had stated that the curriculum usually would reflect the cultural content. Also, the cultural content will be presented the form of humans' customs as noted by Joseph, Bravmann, Windschitl, Mikel, and Green (2000).

Then, regarding to all the results of the analysis, it could be assumed that all cultural aspects were discovered from the three objectives. The dominant was indicated under character objective, only one from literacy objective and three aspects from competency objective. It meant that, the cultural aspects were not well distributed in all objectives. After all, it revealed that most of the cultural content in the curriculum 2013 is set up in the form of cultural desire which focuses on respecting and caring towards some aspects of the life.

Conclusion

Employing Camphina-Bacote Model (2002) which developed by Matelliano (2008) and with some adjustments, this study was aimed to investigate how cultural content is set up in curriculum 2013. The finding showed that all cultural aspects were indicated from three objectives of curriculum 2013 but the distribution was not well shared. Then, this study illuminated our understanding that the cultural content was mostly set in the form of cultural desire which focuses on respecting and caring. This study recommended all stakeholders that the cultural aspects supposed to be well-distributed in all objectives of the curriculum to get the students have more understanding towards multicultural competence.

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