Curriculum Model for Indonesian Major at Busan University of Foreign Studies

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ABSTRACT

Indonesian Major at Busan University of Foreign Studies has no standardize curriculum in the program. Since the program was established in 1982, teaching process is given based on lecture's lesson plans. This method berings to inconsistency in grading the language competence. This affect the language skill of the students in the working fields. The goal of the study is to develop a curriculum model that will relate the standard of competence, syllabus, and lesson plans with cross-cultural understanding, namely culture-based curriculum. The materials of the curriculum are compiled from selected cultural elements. Cultural aspects that can be utilized in the preparation of teaching materials are (1) a system of life equipment and supplies; (2) The livelihood system; (3) the social system; (4) language, (5) the arts; (6) the knowledge system; and (7) the religious system.

INTRODUCTION

The foreigners who learn Indonesian wish the factual experience in the target language learning is also supported by an understanding of local cultural values. Andayani research (2010) stated that foreign students studying Indonesian so far are mostly learning about the structure of the language. It is expected that the learners are able to acquire a skill to communicate and recognize the cultural values and heritage.

Indonesian Major at Busan University of Foreign Studies has no standardize curriculum in the program. Since the program was established in 1982, teaching process is given based on lecture's lesson plans. This method berings to inconsistency in grading the language competence. This affect the language skill of the students in the working fields. The goal of the study is to develop a curriculum model that will relate the standard of competence, syllabus, and lesson plans with cross-cultural understanding, namely culture-based curriculum. The materials of the curriculum are compiled from selected cultural elements. Cultural aspects that can be utilized in the preparation of teaching materials are (1) a system of life equipment and supplies; (2) The livelihood system; (3) the social system; (4) language, (5) the arts; (6) the knowledge system; and (7) the religious system.

The curriculum model draft was reviewed by lecturers and students of the program and gain perception. The overall aspect of lecturers evaluation with scale 1 to 5 is 4,96 (saticifactory). The develop curriculum is relevant to the needs of culture-based curriculum for Indonesian major. Whereas the student perception evaluation is 4,94 (saticifactory).

Based on this perception, culture-based curriculum model for Indonesian major can be implemented according to the academic policy of Busan University of Foreign Studies.

LITERATUR REVIEW

The meaning of curriculum has been described in various ways by different scholars. There are many conceptions and definitions of the curriculum: as content, as learning experiences, as behavioral objectives, as a plan for instruction, and as a nontechnical approach (Lunenburg, 2011). Philip Phenix in Lunenburg (2011) defined the curriculum as what is studied, the "content" or "subject matter" of instruction. Bloom in Lunenburg (2011) stated that past and present efforts at curriculum improvement have made much use of goals and

objectives as bases for curriculum planning. Goodlad in Lunenburg (2011) explained not only that curriculum development results in a plan for instruction, including elements of evaluation and the potential for school improvement, but also that the key unit for educational change is the individual school; and the chief decision makers in effectuating a curriculum plan are the school principal, teachers, students, parents, and local community. Thus, the primary ingredient of teaching and learning is the local school site.

Tyler (1949) stated that a curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends. He describes curriculum planning as a process of answering four questions: What are the right objectives? What learning experiences are likely to attain those objectives? How to effectively organize (sequence) those experiences? And How to evaluate those experiences?. Tyler also advocates the series of steps in the curriculum development process is organization through continuity, sequence, and integration and objective, reliable, and valid evaluation of the educational objectives as seen in student learning.

METHODOLOGY

This paper undertakes a review of the needs of culture-based curriculum on teaching Indonesian Language as a second language. This study focused on the importance of culture on teaching Indonesian Language for foreign learners. The data collection in this study include text book, research, publication, internet, and online databases.

RESULT AND DISCUSSION

There are several problems and issues arising related to the learning Indonesian in various countries. In Australia, as stated by Sarumpaet in Hamied, F.A (2015), the typical barrier to the development of Indonesian is "the lack of jobs or positions for those who have proficiency in Indonesian." In Korea, according to Young-Rhim (1988), "other barrier that we feel is only the subject matter." In the United States, it is needed to to improve the quality of the lessons, as expressed by Sumarmo(1988). In Germany, the interest to learn the language and culture of Indonesia continues to increase. In order to meet those needs, efforts should be made "through the improvement of writing and publishing books in Indonesia written both in foreign language and Indonesian" (Soedijarto, 1988). Japanese teacher for Indonesian stated thay they "needs a comprehensive dictionary,with various examples of the word usage"(Shigeru, 1988).

One of the countries that have foreign language university and set up Indonesian as a program of study is in South Korea, that is the Department of Asian Studies, Busan University of Foreign Studies. Indonesian-Malaysian majors focused on the development of specialized experts on politics, economics, history, and people of Indonesia and Malaysia. Double Degree Program agreement recently with the University of Andalas in Indonesia and Universitas Pendidikan Sultan Idris in Malaysia will provide a great opportunity to study abroad to enhance the language skills and also to expand the horizons.

The purpose of studying Indonesian at Busan University of Foreign Studies is to be able to communicate in the target language, receive and convey the message or information. Communication can be carried out in speaking or in writing. There are numerous topics to discuss in life, however each person uses the target language is limited to the individual needs of learners. When someone is learning a second language, of course it would be tailored to some spesific purpose. The purpose of teaching Indonesian is certainly different for Indonesian students and foreign speakers because ofthe position of Indonesian language. In addition, the attitudes of Indonesian students and foreign speakers towards Indonesian are also different.

THE NEEDS OF CULTURE-BASED CURRICULUM

In response to the needs for adequate input of materials availability of Indonesian teaching, it is important to observe various factors, for instance, there are some characteristics of the input that needs to be considered for the learners to acquire the target-language effectively. Those characteristics among others are determined by: good understanding of the target language, the attractiveness and/or interrelated, irregularities/inconsistencies and exceptions of the grammar, and a sufficient quantity of the materials (Krashen, 1982).

Indonesian program's curriculum development can be related to the standards of competence, syllabus, lesson plans, pedagogical competence, academic competence or related to cross-cultural understanding. In greater detail, curriculum development activity may include the analysis of student's learning needs, the design of the curriculum/syllabus with various approaches to the development of foreign language/ second language (such as theme-based, skill-based, function and notion, structural-based approaches, and etc.) to enhance various skills and aspects of language, on the error analysis language (spoken and written), Indonesian grammar (teaching technique and aspects that are difficult to learn by foreign speakers), cross-cultural understanding underlying the use of language and the constraints faced by foreign speakers from different countries, and many more that can be extracted from curriculum development

Curriculum, specifically Indonesian program's curriculum, is a crucial component in addition to educators and facilities. Curriculum implies not only to give clear overview of the objectives to be achieved, the learning materials to be processed, the learning program to be implemented, but also the learning activities conducted to achieve the goal. Curriculum provides guidance for teachers to develop and implement learning programs. An Overview of the curriculum implemented is highly correlated to the quality of the graduates. Moreover, the curriculum embraces overall activities and experiences gained both inside and outside of school, including the planned and unplanned experiences as well as experience geared to preparing learners to achieve specific objectives.

Baiscally, teaching a foreign language, in this matter Indonesian, is aimed to make learners speak Indonesian language properly. Indonesian, also applies to other languages,

is un seperable from social and cultural development of the people of Indonesia, the presentation of the socio-cultural aspect becomes inevitably important (Gaffar, R.A, 2007). Indonesian language teaching can be utilized as a means to introduce Indonesian culture, values, belief and society to foreign students. Indonesian language teaching will be successful and have positif impact when it is infused with the socio cultural aspects exist in the communities.

The elements of culture are numerous and diverse in Indonesia. Cultural diversity was crystallized in a wide range of ethnic culture srespectively. The materials Design Committee can select the most suitable elements of culture to be presented as learning materials. In reference to the cultural elements suggested by Koentjaraningrat in Ibid (1982), stated that apparently the equipment and life supplies system, livelihood living systems, social systems, arts, knowledge systems, and religious system are amongst the most important elements to be infused in the materials.

There are some cultural aspects that can be utilized in the preparation of teaching materials of Indonesian. When we refer to the cultural elements presented by Koentajaraningrat in Ibid (1982), there are seven elements, namely (1) the system of life equipment and supplies (productive tool, distribution and transportation means, container and place to store the food and beverages, clothing and jewelry, shelter and housing, as well as weapons); (2) The livelihood system (hunting and gathering, fishing, farming, stockbreeding, and trading); (3) social systems (kinship system, unified system of local life, associations and societies, the state system); (4) language (spoken and written language), (5) the arts (sculpture, relief, painting and drawing, make up art, vocal arts, instrumental arts, literary arts, and the performing arts); (6) the knowledge system (knowledge of nature, flora, fauna, substances and raw materials, the human body, the behavior of human beings, space, time, and number, and (7) the religious system (the belief system, sacred literature, systems of religious ceremonies, religious communities, supernatural, and value systems and world views).

Formal teaching in the school system in the context of language learning course is only one of numerous variables involved. Another variable that should take into account is, among others, exposure variable, the age of the learner, and level of acculturation (Ibid, 1982). The context of the Indonesian language teaching will be expanded to arange of issues related to the availability of learning environment support that will provide input/materials to be studied, adequate teachers with Indonesian proficiency, students with all of their characteristics and teaching methods which its effectiveness will depend on all factors mentioned earlier. Everything would interact and elaborate in making the teaching and learning activities be truly effective and successful.

Various factors such as political, social, cultural, economy, science, technology, affects in the the process of curriculum development.Therefore, according to Oliva (1997), curriculum development is a complex process. She also stated that:

> "*curriculum is a product of its time. curriculum responds to and is changed by social forced, philosophical positions, psychological principles, accumulating*

knowledge, and educational leadership at its moment in history."

In the curriculum development, the initial focus is to provide guidance of curriculum developed in view of the traditional and modern.

The nature of the cultural understanding to learn Indonsian for foreign speakers is not merely aimed at understanding the structure of Indonesian. Indonesian language learners could also enhance their interest by understanding the local cultural treasures and at the same time the nurturant effects will be derived from it. By impact, the social sphere, economy, education, andtourism will highly improved.

DESIGNING INDONESIAN PROGRAM'S MATERIALS

Commonly, the objectives of teaching Indonesian language are affected by three components, namely learners, learning materials, and the learning process. These three components are very vital because it will determine the outcome of the learning, namely: 1) Learner is a component that the existence is very prominent because of the characteristics and the role of Indonesian language learners can be viewed from a) motivation, b) learning goals, c) talent, d) personal characteristics, e) the methods/learning strategies, f) cognitive ability, g) knowledge/capabilities. 2) Institution running Indonesian program. In this case the institutions running Indonesian program need to understand the characteristics and role of the learner because every individual has its own unique characteristics and also very distinct. 3) The process of learning. In the process of learning a good understanding should be raised and taken into account when preparing teaching materials.

According to Nyoman Riasa (1999), teaching and learning of Indonesian language is highly dependent on the success of teachers designing teaching material which is served as a means to achieve the learning objectives as the following:

1. Material Analysis

   In observing the lessons,we can start by observing tasks included in the material.Tasks can be pedagogical or tasks that are actually performed in daily life by using the target language (real-world tasks). The nature of learning Indonesian language is not merely learning a set of language rules or do the exercises presented in the textbooks. All the knowledge of grammar and vocabulary and the skillsto answer questions and tasks in the classroom (pedagogical tasks) must eventually lead to the acquisition of skills and the learners' ability to communicate outside the classroom in the target language (real-world tasks). Each student can act as an interlocutor while teachers act as facilitators.

2. Layout

   Materials adapted from sources that had been published to be redesigned according to the needs. Materials that are taken from a particular textbook are typically tailored for the student in a particular situation. Thus, teachers are expected to redesign

the material to some degree to fit the learning conditions at hand. To display the material in a professional manner and to facilitate the vision and further development, the material that was developed significantly in IALF contains data on the following points:

a. Designer (Organizations)

Materials designer can be organizations or individuals responsible for the preparation of the material. By knowing the designers of these materials, we will be able to reach him if we want to acquire the material.

b. User (Client)

Users are students or programs that utilized the material. By writing or printing the name of the institution/program of the user, it creates the impression that the materials pecifically designed for them.

c. Level

By stating the Level/Class on the material, the teacher will get information on the level of difficulty of the material. If the material would be used later for a higher or lower level, the teacher can make adjustments accordingly.

d. Source

Writing the source will allow other teachers to track down the truth of the information in the material sheet and to learn more about a topic being discussed on the sheet.

3. Component

    Component of the teaching materials included in the Indonesian program's curriculum comprises at least the following:

a. Input of target language

    Each material sheet consist essentially language input. Sometimes the target language input was delivered either explicitly or implicitly in varying quantities. Even in the sheet which only consists of pictures or illustrations contain infinite input of target language.

    Components of target language contained in the material sheets can serve to introduce a new subject or consolidate lessons learned. Good materials will help students to recognise what is already they know and what they will learn from the materials provided.

b. Objectives

    Good material provides convenience for students to identify teaching purposes. Material that is effective able to demonstrate to students what they will learn from the materials given: learning a new language or skill.

c. The role of the students and teachers

    Indonesian language materials should be able to determine the role to be taken by students and teachers. In teaching Indonesian language, with majority of adults learners, teachers should be able to recognize that each student has already developed the target language and learning skills to be applied

in the teaching-learning process. Teachers need to develop an attitude that the success of the learning essentially depends on the students themselves (autonomous or independent learning).

d. Suitability

    The course material reflects the skills and understanding of the teachers in the target language, learning, and foreign languages. If the teacher gives the materials that are loaded with grammar exercises,this maybe an indication that the teacher is embracing the traditional language teaching approach. Meanwhile, if the teacher presents material that encourage students to do group work or pair may embrace the concept of the target language is communication.

e. Students' learning strategy

    Developing materials that actually match with how students learn is a very difficult task. However, if teachers know the characteristics of the teaching and learning of foreign languages, they would be able to design the materials suitable for students

f. Student's age and interest.

    In addition to age, interests are also crucial factors to consider in designing materials. For example, in studying Indonesian vocabulary, Indonesian language learners prefer to learn native Indonesian word than the loan word.

g. Culture

    Indonesian language materials should consider the elements of culture of the learners and the culture of the target language. On the "Introduction" lesson, for example, teachers can not force foreign learners from Thailand or Japan to immediately shake hands in the classroom. "To bargain" in Indonesian culture is not easy to understand or carried out by groups of people who do not know the culture of the bargaining in the shop.This knowledge allows the teacher to design materials and activities according to their level.

h. Sustainable development

    Good materials provide space for teachers to continuously make revisions and updates. Teachers should also be able to see the room to create the next techniques and strategies of teaching and learning at all levels. For students, the materials should allow them to develop other language skills. For instance, the material that was originally designed for developing writing skill, could be developed to improve speaking skills.

INDONESIAN PROGRAM'S CULTURE-BASED CURRICULUM

The following curriculum development model is a model typically used in much curriculum development process. In this model,curriculum plays more the first position that is as plans and activities. The idea developed in the early steps were mainly focused on the quality of what should be acquired in learning a subject of science, technology, reli-

gion, art, and so forth. In the development phase of ideas, problems of education are limited to the transfer and transmission problems. Problems that arise in the society, or the idea of a future society is not a concern/awareness of curriculum. Evaluation activities are directed to find the weaknesses of existing curriculum, models available and is considered appropriate for a new curriculum, and concludes by looking at the curriculum is based on limited objectives.

This section will explained a simple curriculum framework, which only covers the purpose, scope and source materials, as well as the evaluation system.

1. Objectives

    The general objective was formulated in the five-point formula that stating students appreciate and be proud of, understand and can use the Indonesian language; have discipline of thinking and speaking; and be able to enjoy and take advantage of literature. Specific objectives include linguistic, comprehension, and the usage of the language. Language related to comprehension and the usage of the sound system, spelling, structure, vocabulary and appreciation of literature. Comprehension is related to receptive skill, meanwhile the usage of the language is closely related to the productive ability.

    The purpose of teaching Indonesian is certainly different for Indonesian students and for foreign speaker because of the position of Bahasa Indonesia. In addition, the attitudes of Indonesian students and foreign speakers towards Indonesian are also different. Therefore the general objectives of the teaching is designed specifically to meet the needs.

    a. G eneral Objectives
    1) Indonesian language learners recognize Indonesian as symbol of national identity
    2) Indonesian language learners understand Indonesian linguistically (spelling, phonology, morphology, syntax and vocabulary)
    3) Indonesian language learners are able to use Indonesian in various aspects, both receptive and productive, namely (listening, reading, speaking, and writing)
    4) Indonesian language learners are able to appreciate literature in its various forms (prose,fiction, poetry, drama)
    5) Recognize Indonesian culture, whether it is a local culture, national culture, and Indonesian culture which are globally acknowledge as international cultural heritage.

    b. Specific Objectives
    Indonesian language learners are expected to:
    1) pronounce words and phrases with the right words and intonation   in accordance with the meaning.
    2) use standard Indonesian spelling correctly
    3) use various particles of the target language with their meanings
    4) use the word with its meaning
    5) obtain and use synonyms, antonyms, and homonyms

    6) understand that the same message can be expressed in many forms   and know how to use them
    7) understand that the same forms can express various meanings
    8) recognize and enjoy poetry, prose, and Indonesian drama
    9) receives the message and respond to the expression of others'   feelings in oral and written form
    10) express feelings, opinions, idea and thoughts in oral and written form
    in accordance with the setting
    11) interact and build relationships with others orally depands on the   circumstances
    12) enjoy the beauty and the message conveyed in poetry, prose, drama,   and lyrics of the song.
    13) be able to distinguish Indonesian culture, whether it is a local culture,
    national culture, and Indonesian culture which are globally acknowledge as international cultural heritage.

2. Materials and Learning Resources

    The scope of Indonesian program includes language, language skills (listening, speaking, reading, and writing), the appreciation of literature, and the cultural awareness of Indonesian. Material sources are in the form of written and oral sources, in the form of printed, audio, visual, audio-visual and use of information technology.

3. Evaluation System

    Evaluation is a complex issue in language teaching. Evaluation can conducted in various levels, from the national tointernational. Evaluation can be done not only summative, that is only the end of a program but also during the learning process to determine the progress of learners and the effectiveness of the learning process itself.

CONCLUSION

In general, the achievement of objectives of teaching Indonesian language affected by three components: learners, learning materials, and the learning process. Indonesian program's teaching and learning is highly dependent on the success of teachers designing teaching materials as a tool to achieve the learning objectives namely: 1) analysis of the material; 2) layout;and 3) components.

There are some cultural aspects that can be utilized in the preparation of teaching materials of Indonesian language. Koentjaraningrat (1991) stated that, there are seven elements, namely (1) the system of life equipment and supplies (productive tool, distribution and transportation means, container and place to store the food and beverages, clothing and jewelry, shelter and housing, as well as weapons); (2) The livelihood system (hunting and gathering, fishing, farming, stockbreeding, and trading); (3) social systems (kinship system, unified system of local life, associations

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This paper discusses linkages between developing curriculum and culture which suggest further in-depth research. There is potential for future studies on the impact of culture on developing curriculum. There are practical implications of the culture-based curriculum as it encourages teachers to consider the effects of culture on Indonesian langauge teaching. For example, the culture can be adjusted and embedded in content of teaching materials to provide meaningful learning. It would also benefit learners' interests by providing a selected cultural experiences and understanding on the curriculum to get in touch with the target-language quickly.

Based on the goal of the study and the perceptions above, the development of the culture-based curriculum model for Indonesian major can be implemented according to the academic policy of Busan University of Foreign Studies.

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