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**MULTICULTURALISM
AND (Language and Art) EDUCATION:
Unity and Harmony in Diversity**



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NATIONAL EDUCATION BASED ON GLOBAL COMPETENCY AND LOCAL WISDOM

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Abstract

Policy development in education, both in the developed countries and in developing countries, reflects the main trends in the development of social culture and economic development at these countries. Then the concept of basic education materially and as the destination / end of the goal universally is how much value is in bringing the benefits. In extensive meaning, education is every process with each individual obtains knowledge, develops attitudes and skills, which generally aims as: a) *Education for worker*, that is educating people to become workers, b) *Education of the citizen*, that is preparing individuals to become good citizens, c) *Education of the human being*, that is educating the individual more humanist by introducing the diverse cultural values.

Economic world order is changing towards the era of free trade and free investment, where the trade of goods and services between countries is no longer got the significant barriers in tariffs and quotas. The consequence of free trade form in this global era is Indonesia should prepare a Human Resources (HR) with competence and qualifications according to global qualification. Application of new technology in the industry has impact at the increasing of Human Resources (HR) demand which has a higher ability to support increased productivity.

Indonesia is a country with various cultures as expressed in the motto "Bhinneka Tunggal Ika." When the culture is one of the strong foundations in the development of education, the curriculum development process in Indonesia must also consider the diversity of cultures which is an implementation form of local wisdom. Education in Indonesia is required to immediately make changes in "mind set" and "paradigm" of education concept. To commemorate the new global economic order changes, education must have global competence as well as the local wisdom-based on local that has productive economy potential. How to synergize two pendulums of global competency and local wisdom? From primary education? Secondary education? Or, perhaps in higher education?

Keywords: Education, Global Competency, Local Wisdom

INTRODUCTION

Educational development policies, both those in developed and developing countries, reflect main tendency in socio-cultural and economic developments of those countries. Further, basic educational concepts are materially and as final objectives/goals, universally level of values in bringing in profits. In broad definition, education is any process with individual meaning of obtaining knowledge, developing attitude and skills functioning generally as: a) *Education for worker*, namely to educate people to be worker, b) *Education of the citizen*, namely to prepare individuals as good citizens, c) *Education of human being*, namely to educate individuals to be more human by introducing various cultural values. Those three objectives, of course, should be implemented wisely in balance that education will not make human solely as object or capital, but also as subject and tool users that is physically, mentally independent as well as skilled.

World economic order is changing into free trading era and free investment where international good and service trades are no more experiencing significant obstacles related to quota and tariff. Free trade form in this global era impacts on preparing Indonesian Human Resources development with competence and standard following world qualification. Applications of current technologies in industry, consequently, improve demands on human resources with higher capability in order to support increasing productivity.

Several universal competencies developed by the United States, the United Kingdom, Germany, South Korea and Japan are: a) Basic skills, b) Thinking skills, c) Personal quality, d) Information and Communication Technology, e) Modern foreign languages, f) Cooperation (*Team Work*).. The uses of new technologies demand new expertise and skills. Therefore, it causes old expertise and skills become useless or irrelevant. In order to deliver and to develop new expertise and skills, new education and training patterns are also required. Changes will not only occur in work opportunity structure, but also in educational system. To bring relevant educational program and public needs closer, education must adjust itself to any required innovations. Worker training is required in certain period to self-actualize towards technological development. Long life education concept is regarded necessary for professional world, worker must train him/herself in service training, following formal and non-formal trainings.

Culture is totality of how human lives and develops its pattern of life that it is not only a basis where curriculum is developed but also target of curriculum developments. South Korea gives **cultural education**, emphasizing new society's needs with educational responsibility to assist in **industrial growth acceleration**. Education is not only to assist students to participate in

creative activities in a new society but also to deliver teaching and compliance capability as well as **loyalty to nation**. Further, if we carefully pay attention on it, education in Japan is education leading to **real life**. Perhaps, it is slightly different from Western education that prioritizes scientific and theoretical development, much knowledge in Japan is born **from practices and difficulties** faced in field. Competence to guard work **tradition/culture**, high quality of a product, and disciplines in working is a principle implanted not only in public schools but also in vocational schools.

Indonesia is a country rich of cultures as stated in national motto “*Bhinneka Tunggal Ika* (Unity in Diversity). If culture is a strong basis for developing education, then development process of Indonesian curriculum must also consider cultural diversities as a form of **local wisdom implementation**. Meaning multicultural approach in developing curriculum is a need that can not be ignored. Developing education in Indonesian Educational Model needs to immediately change **mindset and paradigm** of educational concepts. In order to welcome world economic order changes era, education must have **global competence** as well as to accommodate **local wisdom** based on local cultures with **productive economic potentials**. What should we do to synergize **two pendulums of global competence and local wisdom**? From elementary education? High education? Higher education?

DISCUSSION

1. Development of Education

Education as one of oldest social institutions is always impacted by changes in civilization, socio-culture on the world. Education is a fundamental phenomenon or essential in human life. Education as a universal phenomenon is a must for human because, in addition to education as a symptom, although any effort to humanize human itself, Hutchins (1953) says: “*to improve man as man*“. Other opinion of Immanuel Kant (1724 - 1804) regards human knowledge is true if it is useful for the human itself. In other words, it emphasizes value factor of knowledge, namely **how high the value will benefit**. According to Jean Piaget (1896–1980), education is identified as two-side connector. In one side, it is individual growing and in other side, social, intellectual, and moral values are responsibility of educators to support the individuals to develop Such development is causal in nature for psychosocial research. However, normative component is also there because education demands value. Value is a norm functioning as guidelines to identify what is required, permitted, and prohibited. Education is a normative relationship between individual and

value. According to Piaget, **education covers all values**. It does not give special treatment to one value above others. In broad definition, education is any process with meaning of individual obtaining knowledge, developing attitude and skills. Such process is generally directed to three main objectives as follows:

- a) *Education for worker*, namely educating people to be workers by emphasizing on vocational relevant skills. It is performed by treating individuals mainly as productive subject.
- b) *Education of the citizen*, namely preparing individuals as good citizens. Of course, it will slightly subordinate individual aspirations under public demands.
- c) *Education of human being*, namely educating individual to be more human by introducing various cultural values as well as problem solving skills.

Those three objectives, of course, should be implemented wisely in balance that education will not make human solely as object or capital, but also as subject and tool users that is physically, mentally independent as well as skilled. (Yohanes Widodo, 1999)

Following development of education both in developed and developing countries, educational policies reflect main tendency in **socio-cultural and economic** developments of those countries. In order to maintain its functions in society with its relevant programs to rapidly developing public needs and that possible to change in patters, education must adjust itself to any required innovations (D.A. Tisna Amidjaja, 1991). World economic order is changing to free trade and free investment era, where international good and service trading will experience no more obstacles like quota and tariff. It started from *General Agreement on Tariff and Trade* (GATT) developing into *World Trade Organization* (WTO), and then regional trade blocks were established like *North American Free Trade Area* (NAFTA), *Asean Free Trade Area* (AFTA) in 2003 and *Asia Pacific Economics Cooperation* (APEC) that will apply in 2010. Free trade form in this global era will make Indonesia prepare its human resources with world-qualification standard and competence.

In 1991, the United States formulated expected competence to compete in free market trade as follows: (1) Basic competence comprising basic skills, thinking skills, and personal quality (2) Capacity to employ resources, interpersonal skills, information, system and technologies. Further, in 1992, the United Kingdom identified skills to master as follows (1) Communication, (2) Personal skills, (3) Improving learning and self-performance, (4) Cooperation, (5) Problem solving, (6) Information Technology, (7) Modern foreign languages: (Wardiman Djojonegoro,1998). Educational paradigm must change from supply

minded to demand minded into professional world. Any competence required by future work market must be analyzed. (Wardiman Djojonegoro Kompas, December 17, 2007)

In 1992, Australia formulated following competences: (1) Collecting, analyzing, and organizing information, (2) Communicating idea and information, (3) Planning and organizing activities, (4) Capable to cooperate and team work, (5) Utilizing ideas and mathematical techniques, (6) Problem solving, (7) Utilizing technologies. In order to deliver and to develop new expertise and skills, new education and training patterns are also required. Changes will not only occur in work opportunity structure, but also in educational system. (Soedjatmoko, 1991).

Viewed from sociological component, modern life and industrialization have changed public life patter in work structure. Moreover, impacts to the world of education are related to definition and relevancy between education in school and public needs outside schools. Applications of current technologies in industry, consequently, improve demands on human resources with higher capability in order to support increasing productivity. A study in the United States showed that, as a consequent of development in telecommunication and computing, work condition, worker's way of working had dramatically changed. Half of all workers in the United States use computer in their positions. Ranging between 70% and 80% of all jobs need workers having knowledge on ICT and Computer (Alan Price, 1997: 81).

2. Education and Culture

Since a long time ago, expert on education and curriculum had been aware that culture is a basis for developing curriculum (Taba, 1962) beside other basis like society development, knowledge, technology, politic, economy. Ki Hajar Dewantara (1936,1945, 1946) stated that culture is an important factor as an educational root for a nation. Other expert on curriculum like Print (1993: 15) stated that culture is important as a basis for curriculum by saying that curriculum is *a construct of that culture*. Culture is totality of how human lives and develops its pattern of life that it is not only a basis where curriculum is developed but also target of curriculum developments. Moreover, Webb's (1990) and Burnett's studies showed that student's teaching-learning process developed through cultural consideration shows better results. It happened because as mentioned by Oliver and Howley (1992), *culture governs how people share information and knowledge, as well as how they construct meaning*. Strong role of culture in effort of someone understanding environment and learning is proposed by Delpit (Darling-Hammond, 1996:12) by saying that *we all interpret behaviors, information, and situation through our own cultural lenses; these lenses operate*

involuntarily, below the level of conscious awareness, making it seem that our own view is simply, the way it is. Similar opinion is also proposed by Wloodkowski and Ginsberg (1995) who stated that culture is a basis of *intrinsic motivation* and developing learning model named *a comprehensive model of culturally responsive teaching* and, according to them, is *a pedagogy that crosses disciplines and cultures to engage learners while respecting their cultural integrity*. Therefore, it is the time to consider cultural factors as important basis in determining components of objective, material, process, and evaluation for curriculum and student's learning activities. As a consequence, curriculum developers at central, regional, and school levels have to utilize culture as a basis of development basis more seriously and systematically.

Indonesia is a country rich of cultures as described by its national motto "Bhinneka Tunggal Ika" (Unity in Diversity). Therefore, if culture is a strong basis for developing curriculum, then curriculum development process in Indonesia also has to consider such cultural diversity. Meaning multicultural approach in developing curriculum is a need that can not be ignored for developing education in Indonesia. Law Number 22 of 1999 regarding autonomy that gives authority on education management to regional government will possibly result in various curriculum according to vision, mission, and perception of regional curriculum developers. However, it is not impossible that developed curriculum are not developed on the basis of cultural approach even multicultural approach. Resulted curriculum may be developed on the basis of cultural approach. However it does not mean that it must be multicultural approach. On the basis of multicultural approach in developing curriculum, multicultural approach to curriculum is defined as a principle employing cultural diversity owned by learners to develop philosophy, vision, mission, objective and component of curriculum, as well as learning environment that student can employ his/her personal culture to understand and to develop expected various perceptions, concepts, skills, values, attitudes, and moral.

(http://www.pdk.go.id/balitbang/Publikasi/Jurnal/No_026/pendekatan_hamid_hasan.htm)

South Korea gives **cultural education**, emphasizing new society's needs with educational responsibility to assist in **industrial growth acceleration**. It is reflected by governmental policy to support and to promote vocational education as foundation for South Korea. Education is a democratic philosophy guaranteeing equal opportunities for education and respect to individual competence. In addition to provide with basic knowledge, objectives of

education in South Korea is to provide students with skills and values for **national regeneration**.

Socio-culturally, Indonesia and South Korea have similar conditions as agricultural countries. At position started from independence process in 1945 for Indonesia and 1948 for South Korea, with similar socio-cultural background, Indonesia should have similar socio-economic condition to that of South Korea. One standard of South Korean success is that in 2005 decade, South Korea became a country with 12th economic level in nominal Gross Domestic Income), low unemployed level, and relatively even distributed income. (H, Edward Kim, 2003). There are several approaches to education in South Korea that can be adopted for improving Indonesian National Education System. One of educational success standards is establishing and **producing Human Resources** capable to provide with **real economic improvement**. Success of South Korea for its economic recovery is very impressive to explore and to study (<http://id.wikipedia.com/Korea>, 2007)

3. Child Education

Human experiences its initial interaction with environment physically, psychologically, and socially in childhood. Character, nature, and potential of human in future will be defined by what have been absorbed during childhood (Hurlock, 1980). Most distinctive crisis on education is gap among developed and developing countries. By support of sophisticated information technologies, education in developed countries develops rapidly. Supported by sophisticated information system, a problem will be easy to solve. However, reliable human resources are required to manage such information system. , Therefore, it's been the time for information technology education being applied in schools to educate children that they can comprehend as well as implement Information Technology (IT).

Five years after the Republic of Korea (South Korea) was established, in 1948, compulsory education for six years had been applied for children ranging between 6-11 years old at elementary school. South Korea believes that mandatory education should be **government's responsibility**. It means that the government is obliged to bear any educational costs and to make learners obtain equal knowledge (equal opportunity). Elementary education had been prioritized by the government as education for people since 50 years ago.

A Japanese philosophy says, "**Children are state's hidden treasure.**" Future of a nation is believed to be on their children. Therefore, the state always gives special treatment to Japanese children on their education, health, nutrition, and emotional development.

Japanese national education system is more directed to the future improvement of national children. Further, if we carefully pay attention on it, education in Japan is a kind of education leading to **real life**. Perhaps, it is slightly different from Western education that prioritizes scientific and theoretical development. Much knowledge in Japan is born from **practices** and **obstacles** faced in field. Competence to guard work **tradition/culture**, high quality of a product, and disciplines in working is a principle implanted not only in public schools but also in vocational schools. (2009 Indosdm.com • Sponsored by [Warta Training](#) & [Kodingsoft](#)). (<http://murniramli.wordpress.com/2008/10/31/penjurusan-sma-di-jepang/>)

4. Global Competence and Local Wisdom

In the framework of developing regional autonomy pursuant to Law number 22 of 1999 regarding regional autonomy, authority on educational management is transferred to regional government. Regional government with its autonomous authority should definitely know its regional superiorities. Based on its regional superiorities, human resources competence is developed. For example, Bali is famous with its tourism, therefore, regional government focuses on developing tourism-based competence. Central Java is well-known as center of culture and furniture, therefore, competence based on art, culture and furniture is developed. For Papua that is rich of gold and woods, competence of skills related to gold and woods is developed. Every region in Indonesia actually has special potential character, for example: maritime, fishery, agriculture, forestry, trade, etc. Such potentials actually can be **basis for developing public welfare**. For any area having fishery potential and sea products, won't it be more meaningful if the region develops vocational education on fishery or maritime? Does it mean that people living on coastal area do not need general education? Of course they do. It considers that there must certain members of society who want to develop certain knowledge. The main problem is how to define and to manage the implementation of general education and vocational education? By such approach, special, unique and distinctive skills among one regions and others will be developed. If we are currently busy with spending budget to construct infrastructure like building, school and its equipment or to invite investors for developing regional industry, now, it is the time to direct investment for developing human resources. Without any competence, without 'link and match' between education, professional and industrial worlds, any equipment, building and investment will be useless. Many buildings for vocational schools (SMK) with their sophisticated equipment could not function well because no experts to run. We have to cooperate in developing

regional competence now. Objectives of education must be taken from society where the education takes place. Objectives of education can be applied “**equally/in uniform**” publicly. National education objectives do not only refer to national interests but also must consider **local wisdoms** owned in every region. In developing education, the government must consider local needs and potentials according to respective areas. Very broad Indonesian area with its various natural resources as well as productive economic activities that has specifically developed includes, among others, fishery, tourism, handicrafts, art and culture. It is very appropriate and proper for developing vocational education model. Educational contents are selected specifically according to needs in related environment for supporting natural resources management and locally productive economic activities.

Position of culture in a process of curriculum is very significant but during process of development, many curriculum developers pay less attention to it. In reality, curriculum development process is often influenced by developer’s opinions with focuses on science and technology development. Therefore, such significant position of culture is often ignored and gets less attention. Experts on curriculum development other than requiring competence on science and technology also need to adopt local wisdom potential specifically.

If we have agreed that: a) Indonesia is a country that believes in God b) Preamble of the Constitution of 1945 is main basis for national life, c) Pancasila is national philosophy, d) Bhinneka Tunggal Ika is a unifying agent, a **fixed price** and could not be disturbed or changed. Therefore, **national character formatting is a real implementation in daily lifes.** Education considering **local wisdoms** owned by every region is a part of **the implementation of developing life values (characters) in education.** Education **must be established** that **local wisdom** can **produce Human Resources** that is capable to provide with **real economic improvement and pride.**

This nation does not only need people and region, it also needs characters that will be reflection and pride for each individual. Strong character will make a nation have self-confidence for going forward. On the contrary, a civilization without characters or that neglects its characters will fall down. It is proven that with strong character can be a respected country (Emal Zain MTB, 2008). How is it formed? Where should we form Indonesian character?

Edward Sallis (1993), the author of *Total Quality Management (TQM) in Education*, who also based discussion in his book as application of quality philosophy from Deming for education, describes it with fish fin diagram for cause and effect analysis. He said that quality

improvement of education has four factors of causes and influences including 1) policy, 2) procedure, 3) human resources, and 4) planning. Of the four factor groups, policy is a factor easiest to be changed during the process. For quality improvement of education, educational policy that can be well communicated, strong collective commitment, trained and tested leadership as well as clear and implemented vision and mission are required. **Vision** is a vivid conception or anticipation that it requires strong imaginative power. Vision must be strong, clear and driving force system existence and sustainability. Such formulation of vision will bear missions as honorable task formulations that is capable to make all education stakeholders or shareholders motivated to involve themselves and to run them. **Mission** is a self-imposed task, similar to a holy duty. Any formulation or expressions of mission born from strong vision will be memorable, communicative, vivid and proper expressions, promoting collective commitments, containing long-term objectives, prioritizing customers and flexible. Flexible means adaptive, namely can be implemented in any condition with various obstacles and supporting factors

Finlay, et.al. (1998) has documented supports and public need changes in various countries: for example, in the United States, the government supports agricultural productivity by executing productive cultivation from upstream to downstream. Therefore, governmental policies including education are directed to support agricultural mechanization from upstream to downstream. Here, vocational education's role is brought forward o develop human resources in various types and levels. Likewise, in Taiwan, informal sector development is made as a basis for developing applied technology. Vocational education's role is supported to backup this mission. How should Indonesia support its education that it has vision and mission with global competence as well as adapting local wisdoms?

Observing multicultural education concepts offered and discussed by scientific books, mass media, electronic media or internet, as if we can conclude that implementing multicultural education in schools is very ideal and complicated. Australia and the United States even have to build special departments managing multicultural education. What about Indonesia? Should it implement the same as that by those developed countries?

Concept of similarity and distinction has actually been brought by our country from the Youth Pledge on October 28, 1928 and such a concept is not something new for us. Our state basis, Pancasila, clearly states equal social welfare for all civilized humans. It means that multicultural education discourse is not new for us but old discourse that has never succeeded to implement in Indonesia. Failure to implement multicultural education in

Indonesia is caused by hegemonic concept through Civic Education. Unity and uniformity a forced concept that refuses real differences in social life. Offered values are transcendent and not touching social reality at local level of the society. Pancasila that is implanted into students are utopia having no relationship with student's daily life. Ideally, multicultural education is capable to be integrated in all subjects outside Civic Education. The objective is to develop commonality values in students' lives in school, society, and family. Currently, a demand to meet is how to guide students to be a person appreciating diversities in him/herself and others. There will be no more description or marginalization to minority students along with understanding on plurality values. There will be no more conspicuous differences between clever and stupid students along with appreciation to those have different capabilities. Multicultural education is not difficult to apply in all subjects at school. Multicultural education is not something complicated and not only accessible by "prestigious" schools. Multicultural education is not a commodity among rapid development of "international" schools. (YS.Purba, 2007).

CONCLUSION

Based on abovementioned studies, *mindset* and *paradigm* in Indonesian education concept must be immediately rearranged as follows:

- a. That developing values of national characters in education must be started from **child education** at Elementary School level. Based on fact that all developed countries and any country with education giving **real economic improvement**, they started from child education. Any education adopting **local wisdom** values is synergized with **global competence** in form of ICT/Computer-based education. By animation learning model describing "**Indonesian Behavior and Values**" from various local cultures contributing for child education.
- b. Character education must have been completed for child education until Elementary School in form of "**leader**", a figure being "**model**" and "**heroic**" in global era, not a model of "leader" in the past.
- c. For high education at Junior High School and Senior High School, curriculum must be simplified.

Core curriculum for such education has to focus on human resources development containing: (a) Learning material to create **superior** characters with **global standard**, (b) Learning materials to form **industrially cultural behaviors**, (c) Learning material to adapt

with child development in **totality, adaptive and proactive** towards the development of science and technology. The learning materials include: (a) Mathematics/Science, (b) Modern English, (c) Computer, and ICT (d) Learning model based on **basic competences on practices and skills** for **vocational** education.

- d. At high education level of Junior High School and Senior High School, **“character”** development is in form of **“moral action”** by giving **“punishment”** and **“rewards”** as well as **“environmental introduction”** giving **local wisdom values and pride**.
- e. At higher education level, government’s role on **character building** is expected main basis by providing with real support in form of **proper life, job opportunity, protection, and equity** that must be really shown in form of **“life model”**. Because it is at higher education level, education must be measured on **what values that profit** learning participants. Such a condition will grow learning participants’ attitude and behavior to **“love homeland”**, in case the country has really provided with **“proper life”, “protection”, “happiness” and “welfare”**.
 - e. We have to cooperate in developing **regional superior competence** now. Objectives of education must be taken from society where the education takes place. Objectives of education can be applied “equally/in uniform” publicly. National education objectives do not only refer to national interests but also must consider **local wisdoms** owned in every region. In developing education, the government must consider local needs and potentials according to respective areas. Local wisdoms contributing to the improvement of public welfare will create **building character for loving homeland. “pride”, and building “loving state’s culture”**.

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(<http://murniramli.wordpress.com/2008/10/31/penjurusan-sma-di-jepang/>)

CURRICULUM VITAE

I. PERSONAL IDENTITY

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| 1.8 | Office Address | Faculty of Engineering, Yogyakarta State University, Karangmalang Campus, Yogyakarta |
| 1.9 | Phone/Fax No. | 0274554692 / 0274554692 |
| 1.10 | E-mail address: | bsugestiyadi@gmail.com |

II. EDUCATION HISTORY

| | | | |
|-------------------------|----------------|----------------|--|
| 2.1. Programs | S1 | S2 | S3 |
| 2.2. Name of University | UGM Yogyakarta | UGM Yogyakarta | UNY Yogyakarta |
| 2.3. Study Program | Architecture | Architecture | Vocation and Technology Education (PTK) |
| 2.4. Admission Year | 1972 | 1995 | 2008 |
| 2.5. Graduation Year | 1980 | 1999 | |

III. SCIENTIFIC WRITINGS IN JOURNAL

| No | Year | Titles of Scientific Articles | Volume/Number | Journal Name |
|----|------|---|---------------|-------------------------|
| 1 | 2006 | <i>Lincak</i> , Vernacular Work of Javanese Village People | 1996 | CAKRAWALA PENDIDIKAN |
| 2 | 2008 | The Influence of Original Tradition towards Physical Development of Transmigrants' Houses | 2001 | SAINTEK |
| 3 | 2008 | Evaluation on Post-Occupation of Lecture and Administration Building at Civil Engineering Education Department of Faculty of Engineering, Yogyakarta State University | 2002 | SAINTEK |
| 4 | 2008 | Study on Houses Inherited from Colonial Holland in Yogyakarta | 2004 | SAINTEK |
| 5 | 2008 | The Supports of University Student Dormitory towards Learning Process of Students in Faculty of Engineering, Yogyakarta State University | 2006 | INERSIA |

IV. BOOK WRITING EXPERIENCES

| No | Year | Book Titles | Total Pages | Publisher |
|----|------|-------------------------|-------------|-----------|
| 1 | 2007 | Menggambar RumahTinggal | 200 | UNY |

| | | | | |
|---|------|------------------|-----|-----|
| 2 | 2008 | Desain Furniture | 150 | UNY |
|---|------|------------------|-----|-----|

V. SEMINARS

| No | Year | Seminar | Agencies | Position |
|----|------------------|---|--|-----------|
| 1 | May 30, 2008 | National Seminar on Results of Research by Junior Lecturers and Woman Study | DP2M Directorate General of Higher Education, Jakrata | Presenter |
| 2 | October 17, 2008 | National Seminar on Success Story of Public Services | Ministry of National Education Jakarta | Presenter |
| 2 | December 6, 2008 | Development and Improvement of Learning Quality | LPM UNY Yogyakarta | Presenter |
| 2 | March 18, 2009 | National Seminar on Bamboo Engineering as Friendly-Environmental Construction Materials | UGM Yogyakarta | Presenter |
| 2 | June 28, 2009 | International Seminar on Living Values Education | UNY Yogyakarta | Presenter |
| 2 | August 18, 2009 | International Seminar on Making Space For Better Quality of Living | Architecture of UGM Yogyakarta | Presenter |

I hereby declare that any data I give and put into here is correct and legally liable. In case any discrepancy is found in future, I will be ready to take the risks.

Yogyakarta, October 2009

Ir. Bambang Sugestiyadi, MT

NIP : 131 571 720