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WHAT ARE THE ISSUES?

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Language Policy and Planning: What are the Issues?

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PREFACE

The theme of this year’s seminar “Language Policy and Planning: What are the Issues?” is selected to address the possible challenges and best practices of language policy and planning in a variety of contexts, from the local/institutional to national/global. In multilingual countries, such as Indonesia, China, Singapore, decision on which particular language to use sometimes creates a dilemma. Exposing a certain language might sacrifice the mastery of other language(s). Moreover, the decision itself has been influenced by many factors, such as political, social, and economical situations.

The seminar is hoped to provide opportunities for students, teacher-practitioners as well as researchers to share their studies, knowledge, as well as practical applications on language policy and planning.

We would like to offer our appreciation to all invited speakers (Prof. Hywel Coleman, Prof. Richard Baldauf, Dr. Obaidul Hamid, and Prof. Fuad Abdul Hamid), paper, workshop and poster presenters who have taken the time to participate in the seminar. We are also grateful to have financial supports from our generous sponsors which made this seminar possible to hold. Finally, the seminar would not have been realized without the support of various hard-working and dedicated committee members and English Teacher Education program students. It is their commitment that made the preparations of this event a very rewarding and humbling learning experience for me.

This publication presents some of the unedited full papers of the presentation in the 7th International Seminar, around the theme: “Language Policy and Planning: What are the Issues?”. We hope that these papers will give significant contributions to issues surrounding the language policy and planning.

Salatiga,

Anita Kurniawati, M.Hum.
Conference Chair
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ABSTRACT

As a result of evaluating the 2006 Curriculum (KTSP), the ministry of Education and Culture has revitalized it into the 2013 Curriculum (Ministry of Education and Culture, 2012) and mandated schools to start implementing it in the academic year of 2013/2014 (Education and Culture Ministerial Regulations no. 81 A, 2013). Despite the fact that most concepts are similar to the previous curriculum (KTSP), many concerns have been addressed in regards with its implementation. Readiness from schools in realizing it in their school contexts and from teachers in realizing some new principles into real teaching and learning activities become some of the concerns. This workshop is aimed at highlighting the key principles of learning process in the 2013 curriculum and how they are different from the previous curriculum (KTSP), and afterward sharing some examples of classroom activities. Moreover, pedagogical implications for teachers and students are also presented.

Keywords: Curriculum, Ministerial regulation, learning process and activities

INTRODUCTION

Starting from the academic year of 2013/2014, the Indonesian Government has mandated schools in Indonesia to start implementing the 2013 curriculum (Education and Culture Ministerial Regulations no. 81 A, 2013). This new curriculum is actually the result of evaluating the 2006 Curriculum /KTSP which identified several weaknesses in the 2006 curriculum. For example, it has not completely employed the principles of competency-based curriculum, reflected attitude, skills, and knowledge holistically in the content of the lesson, and not described the learning process in details (Ministry of Education and Culture, 2012). In response to the last point, I have the same idea since the steps of learning for the main activity (whilst-teaching) only cover exploration, elaboration, and confirmation, which are too general. Therefore, it may not address the three aspects of attitude, skills, and knowledge integrally. This paper is aimed at highlighting the steps of learning in the 2013 curriculum and how it is different from the ones in the 2006 curriculum. In another word, this framework is the reference used to conduct the workshop activities on...