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Volume 3 No. 1, January-June 2011
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Culture-Sensitive Pedagogies for RSBI Schools in Indonesia: A Globalization Challenge

Abstract

Globalization of educational methods, standard, and curriculum has manifested through the enactment of UU Republik Indonesia No. 20 tahun 2003 on National Education System. The act obligates both centre and state government to create at least one unit of school with international standard or Rintisan Sekolah Berstandar Internasional (RSBI). The challenge for RSBI program is to provide high quality of educational program with international standard without sacrificing cultural tradition, religion, customs, and patriotism. Research and studies on pedagogies to empower local wisdom and patriotism in the globalization has been poorly investigated. Among the few, Elwyn Thomas (1997) has giving a glint of hope by proposing a culture-sensitive pedagogy to cope with globality, nationality, and local wisdom. Pedagogical models consist of four components: knowledge base; process of planning, managing, executing and evaluation; socio cultural context; and personalistic component. A culture-sensitive pedagogy consisted of four of the components in integrated structure. This paper draws on open ended interview method to understand whether there is a culture-sensitive pedagogy during the implementation of SBI program. Drawings on the work of Elwyn Thomas, this paper suggest that RSBI Schools in Indonesia is in the early process of recognizing a culture-sensitive pedagogy in educational process.

Keyword: culture-sensitive, pedagogy, RSBI, globalization, ..

Daftar Pustaka: