

Chapter 1

Introduction

Background of the Study

Values hold the most important part in our daily lives. They affect how we think, how we feel, and how we act. People are using the value system to deal with the reality of life and, in these modern times, we often see people gather together with those who share the same or similar values. The way they speak, think, feel or act is influenced greatly by the value system they share.

Nowadays, each part of the value system is highly regarded. Each system in this post-modern world (education, business, and government) has its own value system. The good organization today is not merely from the skills of its members, the network they have, or their productivity level. The organizations can achieve many things because most importantly, they have the value system. When the hard time comes, this value system will protect the organization from the coming storms. This value system is sometimes called the Core Values. Specifically, the educational institutions can be considered as one kind of organization that put more emphasis

in the importance of values, since these kinds of organization have *moral obligations* to educate the society.

In an educational institution, the core values are going through some process to make them operational for its members. Haryatmoko (2014) wrote that the core values are formed from the collective moral thoughts from its members. When the core values are lived by the members of the organization, the *habitus* (habit) or *ethos* will be formed. This new habit will then develop into the vision and mission of the organization. From this vision and mission, the *orthopraxis* (the correct practice/the best practice) is born. It also means that the core values also distinguish one organization from the others.

In our educational institution, we may find curriculum as one form of *orthopraxis*. The curriculum, as stated by Glatthorn, Boschee, & Whitehead (2006), is an actual plan for a learning process in the classroom, usually written. This plan also functions as the guideline, and its results at the actualization level are very important in regards of the education quality in the institution. The good understanding of core values will help the educators to understand the *orthopraxis*, and in turn, will help them to conduct the learning

process based on the values. The values which are implemented well will result in the good quality of education.

This case study research is intended to explore such phenomenon in one of the higher education institutions in Surabaya. The Masters in English Education (MPBI) Program at Widya Mandala Catholic University (UKWMS/ *Universitas Katolik Widya Mandala Surabaya*) was chosen to be the case because UKWMS is still considered as one of the best campuses in Jawa Timur with “A” score in Accreditation according to Kopertis VII – Jawa Timur (<http://ukwms.ac.id/tentang-kami/> and), which means that this institution (MPBI in this context, as a part of UKWMS Graduate School) would provide a good example to be explored, to find out how the core values are shared and implemented in curriculum, which in turn can be used as a reflection material for the institution.

The Teacher and Lecturer Law in Indonesia (UU No. 14 tahun 2005) states that teachers should have four competencies: (1) pedagogical competences, (2) personal competences, (3) social competences, and (4) professional competences. By understanding how core values are shared and implemented in curriculum will help the fellow students of MPBI (who are teachers in majority) to create better teaching preparation.

To make the research more focused, the case study will deal more on the vision and mission with the core values as the basics for perceiving the vision and mission.

The Research Questions

The research questions are stated as below:

1. Do the course syllabi reflect the Core Values, Vision, and Mission of MPBI?
2. How are the Core Values, Vision, and Mission translated into the prescribed curriculum (syllabi) of MPBI?

The Purposes of the Study

Based on the research question this research is intended to answer whether the course syllabi reflect the vision, mission and core values of MPBI; also, to describe how are the core values, vision, and mission translated into the prescribed curriculum (syllabi) of MPBI.

Theoretical Framework

There are some theories used in this research. First is the Value Sharing Model to describe how values are shared in the context of Catholic Higher Education. The second is Actor

Network Theory. This theory states that the token (product) in the society is formed by many things called actors or actants. The formation process is sometimes called as “translation”. The actors can be either human or non-human. Because these actors are influencing each other, then these actors are forming a network in the social world. And the third is theories about curriculum from Glatthorn and Mark Smith about the types of curriculum.

Definition of Key Terms

To avoid ambiguity, the following definitions will be used in this research:

1. Core Values are the values which are used as the basis in Widya Mandala Catholic University (UKWMS) – and MPBI as a main guideline in doing the business processes (including the process of deciding the vision, mission, and the praxis).
2. Vision is the ideological statement used by MPBI as a long-term destination to be achieved. The vision statement is in accordance with the Core Values of UKWMS.

3. Missions is the statements used by MPBI institution to direct its activities in achieving the Vision in accordance to the Core Values.
4. Value Sharing Model is the model used in this research to describe how the Core Values are shared in the context of MPBI institution
5. Actor Network Theory is the theory which is postulates that actants, either human or non-human influence each other's behavior. These influencing relations can be seen in a map of network. This theory is used to explain the translation process from vision, mission, and core values into the prescribed curriculum.
6. Translation is the process of incorporating the vision, mission and core values into the prescribed curriculum.
7. Prescribed curriculum is the written curriculum prepared by the educators before they conduct the learning process with the students in the classroom.

Scope and Limitations

This research is focused on whether the course syllabi reflect the vision, mission and core values of MPBI (English

Education Department of Graduate School in Widya Mandala Catholic University) and how these vision, mission and values are translated into the prescribed curriculum (syllabi) of MPBI.

In the context of curriculum there should be two kinds of curriculum, the prescribed and the enacted curriculum. This research is focused more on the prescribed curriculum rather than the enacted curriculum, since to research about the enacted curriculum won't be possible without exploring first about the prescribed curriculum. The prescribed curriculum talks more about the ideal and the written while the enacted curriculum talks more about the operational curriculum. It will be difficult to evaluate the enacted curriculum without understanding the prescribed curriculum.

It is an open opportunity to another researcher to complete this research by researching the enacted curriculum of MPBI. The main difference is when we talk about the prescribed curriculum we talk about how the values and idealism are translated into the concept of teaching (what will be taught, how to teach, what is the material, how it will be evaluated, and so on) while in the enacted curriculum we talk about what happened when the concepts in prescribed curriculum are putting into actions.

Significance of the Study

Hopefully, this study will help the readers to understand that there is a purpose in doing the business process in MPBI through the reflected vision and mission from the core values which are shown in the syllabi. Understanding the translation process will help the institution to improve the process of preparing the prescribed curriculum (syllabi) better.