



A Study for Developing Model of Area and Japanese Studies Curriculum based on National Education Standard of Quality for Higher Education in Indonesia.

Rethinking Area Studies and Japanese Studies: Exploring the Indonesian Perspective

Area Studies, in general, and Japanese Studies, in particular, (AS/JS) developments in Higher Education (HE) in Indonesia had been facing several basic points that hinder the progress, such as:

- No clear vision & mission on AS/JS, in the state level and HEI level
- No clear direction and framework for the development of AS/JS
- No standard of AS/JS curriculum, both in the undergraduate and post-graduate level.

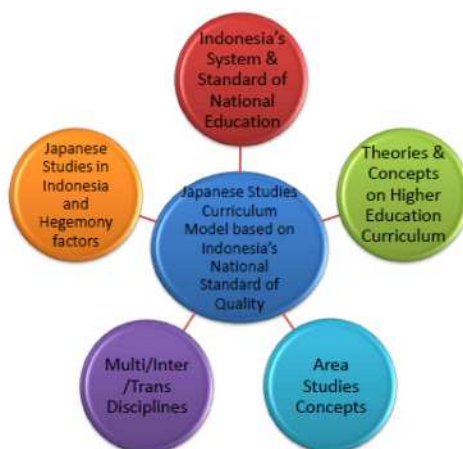
The lack of above listed structural factors also influenced the growth of collaborative works within multi / inter / trans disciplines approaches that should be fostered in Area Studies knowledge development.

Therefore, this work also aims to understand the nature of Area Studies, in general, and also what is the meaning of Japan / Japanese Studies in particular. The literatures exploration is based on two broad views: conceptual and institutional perspective. The curriculum itself, as the main tool in shaping the academic development by the integration of various kind of knowledge, should also fulfill the needs or expectation on expertise of AS/JS. This research is a first attempt in Indonesia to explore and formulating the concepts and curriculum of AS/JS. In this early step, the mapping of theoretical approach and empirical condition is produced. Object of the research are undergraduate Japanese studies programs.

The Living Context of Curriculum: A Multi Factors Approaches

In modeling the AS/JS curriculum based on Indonesia’s National Education Standard of Quality, a multi factors approaches are needed for reviewing the living context of the curriculum, as its five aspects are listed below (see also Picture 1.) :

1. Theories & concepts on Higher Education curriculum
2. Area studies concepts
3. Multi / inter / trans disciplines
4. History of Japanese studies in Indonesia and hegemony factors
5. Indonesia’s system and standard of national education



Picture 1. Multi factors approach on Curriculum

Each aspect consists of several factors as described below:

Ad.1. HE Curriculum and AS/JS curriculum in Indonesia

- Curriculum theories & concepts

- Hidden curriculum
- The objectives of AS/JS curriculum in Indonesia

Ad.2. Area Studies concepts and Japanese Studies

- Definition and concepts
- History of Area Studies development
- Geo-politic-social-culture dimensions

Ad.3. Multi / inter / trans disciplines

- Social and cultural science
- Methodologies
- Mono discipline and thematic approach
- Dichotomy of language vs non-language

Ad.4. Japanese Studies in Indonesia and hegemony factors

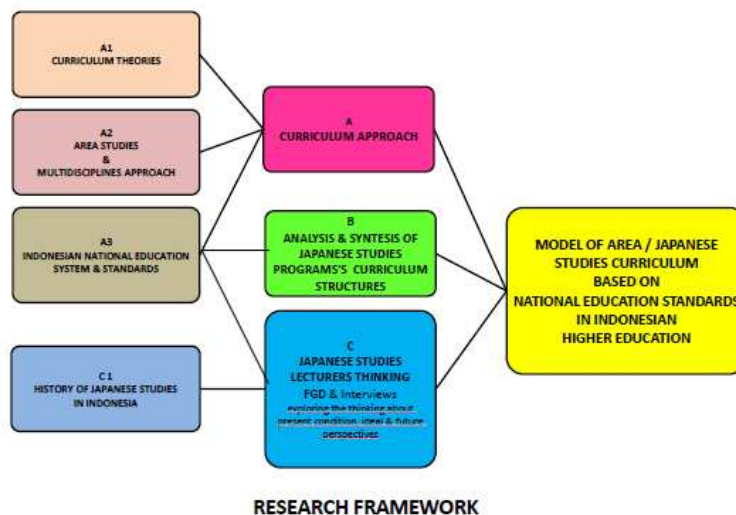
- The philosophy of knowledge
- Japanese studies history in Indonesia
- The strategies for AS/JS in Indonesia

Ad.5. National Higher Education System in Indonesia

- Vision and mission of national education and HE system
- HE education governance and management
- National standard for HE

Research Framework and Method

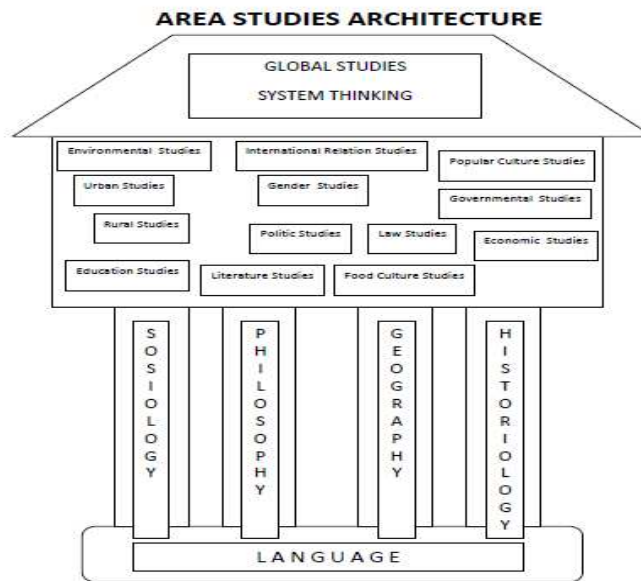
Basic frame of thinking for this research done after literature studies and its been developed based on data analysis. Data acquirement done by Japanese studies curriculum documents analysis, depth interview and Focus Group Discussion. Below diagram (Picture 2.) represent the developed research framework.



Picture 2. Research Framework

Present and Future: Towards Collaborative Science

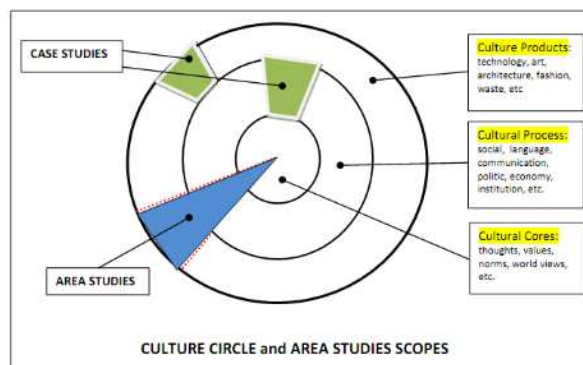
We developed a basic model of Area Studies architecture, based on conceptual/ theoretical studies and empirical conditions of curriculum in Japanese studies programs, as pictured below (Picture 3.).



Picture 3. Area Studies Architecture

The architecture formed as a structure of building consists of its foundation, four pillars, body and its roof. Basic foundation is language mastering. This pre-requisite expertise also supported by the facts that almost all Japanese Studies programs in Indonesia established as language and/or literature studies. The main supporting structure consists of four pillars which are encompassing several dimensions: individual to society level of dimension which is represented by philosophy and sociology, spatial dimension by geography and time dimension by historiology. The roof part is giving more systemic touch of an area studies and also by picturing a global conditions and its relation with the countries. The body part of the structure comprises of thematic aspects developed as broad alternatives for research interests. This part actually is the main character of Area Studies curriculum as it's also should be proceed by multi / inter / trans discipline approaches.

The difference between area studies scope and case studies also had been debated, especially between monodiscipline and multidiscipline academicians. In this research we also try to figure each approaches positions using the culture circles, as portrayed in Picture 4.



Picture 4. Culture Circle and Area Studies Scopes

The mapping studies on present condition of 24 Japanese Studies Programs shows that only one undergraduate program use the name of Japanese Studies program and it is the most progressive program on approaching the ideal architecture of area studies. The other programs use either Japanese Literature, Japanese Language names or Japanese Language Education, and their curriculums still put concentrates on Japanese language and literature. Data on 2007 shows that, in Indonesia, there are 59 institutions related to higher education of Japanese language and literatures. But, language mastering still produced as skills only, not for the basic requirement for proceeding into the body of area studies knowledge. This condition has been existed for more than 45 years of Japanese language studies history in Indonesia. One of the reasons, mostly the Japanese Studies program still

exist under the administration of Faculty of Humanities or Literature Studies.

Even though, the dynamics of market demand gives influence to the development of the curriculum, still not yet have significant direction move forward to build an area studies body of knowledge. Area studies development can have more space if the academic program is structurally under the faculty/school of multi/inter/trans discipline based. Area studies should also be developed based on research, especially field research, which it's needed strong financial and institutional support. Furthermore, area studies graduates should have the skill and mind frame of analyzing society or societies along the radiant of culture circles. Collaborative skill and work, which is not easy to build, is important for developing area studies and even comparative area studies. As the ribbon knot of this life time search and research process, we found that area studies are actually a paradise of collaborative science.

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.) ASJI National Seminar in 2012
Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.)
Book (Publisher and Date of the Book, Title and Author of the Book, etc.): Planned on 2012