

## EDUCATION AND CULTURAL VALUES: COMPARISON BETWEEN INDONESIA, AUSTRALIA, USA AND JAPAN

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### **Abstrak**

*This article discusses education and cultural values: comparisons between Indonesia, Australia, usa and Japan using references from relevant literature studies. Education is a human process to make humans have a sense of humanity, become adults, and fully human beings in order to be able to carry out their basic duties and functions fully and develop culture. Culture and education have reciprocal relationships because culture can be preserved and developed by passing on culture from generation to generation to the next by way of education.*

**Keyword** – Education, Cultural values, Comparison

## **1. Introduction**

Education as a process of cultural change is an activity of cultural inheritance from one generation to another. Education is a human process to make humans have a sense of humanity, become adults, and fully human beings in order to be able to carry out their basic duties and functions fully and develop culture.

Culture and education have reciprocal relationships because culture can be preserved and developed by passing on culture from generation to generation to the next by way of education. Culture-based education becomes a community awareness movement to continue learning throughout life in overcoming all the challenges of life that change and get harder. In addition, education provides answers and solutions to the creation of a culture based on the needs of the community in accordance with the values and systems that apply in it. Education without cultural values is like clapping one hand. Education without the orientation of values is impossible nonsense. Cultural values in its broad sense must exist in the educational process. In other words, education should be based on cultural values.

The learning principles used in the development of cultural education and the character of the nation strive for learners to recognize and accept the cultural values and character of the nation as their own and be responsible for the decisions taken through the stages of knowing choices, assessing choices to determine the establishment and further making a value in accordance with self-belief. With this principle, learners learn through the process of thinking, behaving and doing.

## **2. Method**

This article discusses education and cultural values: comparisons between Indonesia, Australia, USA and Japan. This type of research method is the analysis of the literature review this article will describe the analysis of scientific journals that are relevant to the discussion that has been selected.

### **3. Result and Discussion**

#### **a. Educational concepts and cultural values**

Indonesian culture is also a synthesis of various tribal cultures, thus giving birth to something new. The indicators of Indonesian culture are (1) National language, (2) Pancasila, (3) 1945 Constitution, (4) Development and modernization of Indonesia, (5) National songs, and (6) National works of art. Although there are many cultures in Indonesia, there are major values of the dominant Indonesian culture (Asyhari, 2017).

These key values are based on the criteria that they should be accepted and practiced in both the attitudes and behaviors of most Indonesians. These values are (a) harmonious, (b) tolerance, (c) gotong royong, (d) religious, (e) prasaja, (f) Deliberation for consensus, (g) Knights, and (h) Dynamic. Demartoto (2010) He added that these cultural values also underlie the pattern of Indonesian socio-cultural system.

Education as a process of cultural transformation is an activity of cultural inheritance from one generation to another. Culture and education have reciprocal relationships because culture can be preserved and developed by passing on culture from generation to generation with the path of education. Culture-based education becomes a community awareness movement to continue learning throughout life in overcoming all the challenges of life that change and get harder. In addition, education provides answers and solutions to the creation of a culture based on the needs of the community in accordance with the values and systems that apply in it. Education without cultural values is like clapping one hand. Education without the orientation of values is impossible nonsense. Therefore, it is not excessive if Ary H. Gunawan defines education as a process of socialization, namely the socialization of values, knowledge, attitudes, and skills (Gunawan, 2000). Cultural values in its broad sense must exist in the educational process. In other words, education should be based on cultural values (Marsono, 2019).

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belief. With this principle, learners learn through the process of thinking, behaving and doing. These three processes are intended to develop the ability of learners in carrying out social activities and encourage learners to see themselves as social creatures (Koesoema, 2011).

Educational objectives based multicultural in Indonesia can be identified (Skeel 1995) :

1. To enable the role of the school in looking at the existence of diverse students;
2. To assist students in building positive treatment of cultural, racial, ethnic, religious differences;
3. Provide students with resilience by teaching them their decisions and social skills;
4. To assist learners in building cross-cultural dependency and give them a positive picture of group differences.

There are many ways that students do to learn, one of which is by following a non-formal education, namely courses to adjust their needs. Indonesian American Educational Institution (LPIA) is one of the educational institutions. They emphasize the practical skills and competencies of operation, in the programs it offers LPIA has participated in providing and preparing competent and competitive Human Resources for educational, world of work and industry needs. Compared to others, LPIA not only teaches science to its students, but its ability to use it as well (Wulandari, 2019).

Multicultural education in the United States began to be mobilized in the 1960s due to the events of the civil rights movement which was motivated by acts of discrimination committed by the majority of minorities. Since the 1950s the practice of life has been discriminatory because the United States recognizes only a predominantly white culture. While other groups in the community are grouped as a minority by giving discrimination to them with restrictions on rights. The U.S. has diverse citizens of its origins. This act of discrimination is carried out in various places, such as in educational institutions, or at home (Abdullah Aly 2011). On July 4, 1776, when it wanted to form a new society, the United States began to realize that its society consisted of different races and national origins so that the United States tried to find a new breakthrough that made the school a

center for socialization and culture of new values that aspired to be a new country (Yanuarti, 2020).

The multicultural education model in the United States includes the following (Amin Abdullah 2014):

1. Teaching students to know cultural diversity.
2. Teaching about relationships with humans to help students help students socialize with each other.
3. Teaching with the Single Group Studies model.
4. Incorporate multicultural education into the curriculum.

**b. Differences and similarities**

*1. Indonesian*

Judging from the approach developed, Indonesian historiography applied to the 2013 Curriculum uses a combination approach, namely structural and narrative. The structural approach, in this context, is that the explanation of historical phenomena is placed in the structures that swing them. There are at least two problems found in the use of structural approaches. First, the author displays many theories in the textbooks he writes, but does not do the testing first. As a result the theory that should be an abstraction of phenomena is obscured by speculative opinion.

The use of structural approaches, among others, when describing the diversity of the Indonesian nation by using ethnolinguistic as a science of historical aids. The description begins with the contemporary reality, namely ethnic diversity in Indonesia today. Furthermore, the author explains the origin of the Indonesian nation, which is divided into five groups, namely Proto Malay, Deutro Melayu, Melanosoid, Negroid and Weddoid (Purwanta, 2015).

In multicultural education lies a great responsibility for national education. Without education focused on developing multicultural perspectives in life it is impossible to create the existence of diverse cultures in the future in Indonesian society. Multiculturalism can only be addressed through national education.

*2. Australia*

The national curriculum of history lessons in Australia can broadly be grouped into two, namely knowledge and understanding of historical events as well as historical skills. Knowledge and understanding of history have begun to be

taught starting in kindergarten. Until grade 2, students study history by observing stories from their families and the heirlooms of their communities. In grades 3 through grade 6, the focus expanded from local to regional and national history. They were taught about life in Australia before 1800, Australia's nation-building and Australia's relationships with various other nations.

From the curriculum that is compiled, the discourse developed Australian history lessons are more on cognitive aspects, namely knowledge and understanding of historical events and the skills of conducting historical research. Besides being unique from a curriculum perspective, history lessons in Australia also have a peculiarity in the textbook aspect. In contrast to western countries in general, Australia developed history textbooks, especially for secondary level with class-based. That is, each class level is provided one textbook that is different from textbooks for other class levels (Purwanta, 2015).

Australia's education system is of the highest standard and enjoys international recognition. Schools are compulsory across Australia, contributing at a literacy rate of 99 per cent. The School develops skills and builds the confidence of students; Australian university graduates excel at leading-edge research and innovation; as well as vocational and engineering education advancing the rapidly growing sector.

The academic year in Australia begins at the end of January and ends in mid-December. The academic year is divided into four terms where each term is approximately 10 weeks long. At the end of each term, the students get two weeks of vacation, but at the end of the year all students get a holiday of approximately six weeks.

Before entering higher education in Australia, students must pursue primary education and secondary education first, as is the case in Indonesia. However, after completing high school, there are many options for a student to continue his education to a higher level (Morgan, 2014).

### 3. *United States*

Education is a very important aspect of the life of a nation. There is no developed country in the world that in the history of its development does not favor the education sector. To produce quality human resources, of course, is determined by the education provided by the country. A developed country usually has a good quality of education. One of the countries that are advanced in

terms of education and we should set an example for the advancement of education in Indonesia is the United States.

There is a set of values that are the source of American behavior and attitudes:

1. Oriented to individual work performance
2. Working or performing activities as a value of decency
3. Oriented to efficiency, practical value, and usability
4. Future-oriented as an advancement, therefore having to work hard
5. Believing that with rationality and science people will be able to master the environment
6. Oriented to material profit
7. Oriented to the value of degree equality in areas of opportunity in different areas of life
8. Oriented towards independence
9. Oriented to human values, in the sense of helping the weak

In the United States education is placed on a very important priority. Even in America a presidential candidate who does not have a good education program will certainly not be elected. From some of the above information we can see how important educational life in America. The developing country of Indonesia should also attach importance to the education sector as something that should not be ignored. So there is no harm in studying the American education system, because by studying it is a comparison material with the education system in Indonesia.

#### *4. Japanese*

Japan is currently one of the most advanced countries in various fields of economic life, science and technology, and sopol although Japan was destroyed in 1945 by the atomic bomb dropped by the United States and as a result of its defeat in World War II. The main factors that may shape education in Japan are the deep, cultural, and social backgrounds, particularly the historical backgrounds since the modern regime built by the Meiji Restoration (Takakura and Murata, 1997). Almost all Japanese are an Asian Mongoloid race so the society is relatively homogeneous. Japanese is the national language, and is spoken in all educational institutions including schools.

In terms of education, 9-year compulsory education is imposed for children aged 6-15 years, and 100% of children of that age go to school, 96% of first-level advanced school graduates go on to top-level advanced schools, and 45% of graduates of upper-level advanced schools go on to college. The progress made in a short period of time in various aspects certainly correlates strongly with the progress made in the field of education when education reform was carried out following a new constitution set by the United States (the country that conquered Japan) in 1947.

#### 4. Conclusion

Education is a human process to make humans have a sense of humanity, become adults, and fully human beings in order to be able to carry out their basic duties and functions fully and develop culture. Culture and education have reciprocal relationships because culture can be preserved and developed by passing on culture from generation to generation to the next by way of education.

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