

## ABSTRACT

**Ella Masita.** The conceptualization of Indonesian national identity in English teaching curriculum in Indonesia. Promotor: Prof. Amirul Mukminin, S.Pd. M.Sc.Ed., Ph.D., Co-promotor: Drs. Marzul Hidayat, M.A., Ph.D.

This dissertation examines the interrelation between Indonesian national identity and English curriculum in Indonesian context. The research of this dissertation seeks the answer of how Indonesian national identity has been conceptualized in English language teaching curricula in Indonesia over time. In line with the objective, some concepts are drawn such as the overview of English language curriculum, the intertwined relationship between English language curriculum and education policy, and the concepts of globalization, culture, and spirituality. The focus of investigation is the 2004 Curriculum, the 2006 Curriculum, and the 2013 Curriculum. The data are derived from the curriculum documents and their corresponding English textbooks of each curriculum. Both verbal text and visual texts of the curriculum documents and English textbooks are analysed through the lens of multimodal discourse analysis. In doing this, the textual and visual texts are not exclusively analysed per se. On the other hand, the analysis of both texts are complimentary each other. Gee's analytical tools of verbal analysis (2014b) as well as Kress and van Leeuwen's analytical tools of visual analysis (2006) are applied to analyze the data. As the outset of the study, the K-13 is a substantial change from the earlier curricula. The latter was a "bottom-up" curriculum while the formers are the "top-down" ones. In K-13 the textbooks are provided by the ministry. In the 2006 Curriculum and the 2004 Curriculum, on the other hand, the ministry only provided the curriculum documents which merely comprising the Standard Competencies and Basic Competencies for students to achieve. Schools are given autonomy to develop their own syllabi and materials. In short, the findings of this research suggests the "centralized" versus "decentralized" interpretations of how Indonesian national identity is conceptualized in the curricula. Overall, the analysis of research findings reveals the complex and dynamical process of the conceptualization of the Indonesian national identity in the curricula. At the same track, the research has found that the Indonesian education curriculum is not exclusively stated by it's own. Instead, the curriculum is non-neutral and becomes the process of infusing selective values and beliefs, with the selection process is significantly influenced by external powers, such as dominant political and sociocultural contexts both in Indonesia and the globalized world. Furthermore, the concerns in regards to some issues that potentially affect the development of students' national identity such as the impacts of globalization, the urgency of cultural awareness, and the importance of spiritual teaching are noted in the curricula as well. As the concluding remarks, the dissertation also argues the marginalization of some values in the curricula as well as silences and omissions within the conceptualization of spirituality.

**Keywords:** national identity, curriculum, English teaching, English textbook