Translation Process of Core Values, Vision, and Mission into The Prescribed Curriculum

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Abstract

The case study is intended to describe how Core Values, Vision, and Mission of English Education Department in Widya Mandala Catholic University's Graduate School (*Magister Pendidikan Bahasa Inggris* or "MPBI") are translated into the syllabi (prescribed curriculum) using the Value Sharing Model as the framework and Actor Network Theory (ANT) to explain the process within this framework. The research questions are: first, do the course syllabi reflect the Vision, Mission and Core Values of MPBI? And second, how the vision, mission and core values are translated into the prescribed curriculum (syllabi)? This study was conducted by analyzing the syllabi using document analysis parameters and triangulated by conducting interviews to some lecturers and students in MPBI-19. The results are: first, the syllabi were reflecting the core values, vision and mission statements. Second, there are four ways to deliver values. Third, syllabus should be seen as a part of a curriculum not as a separated unit of course. Fourth, all courses are crystallized in Teaching Practice course (in practical term) and Thesis Writing (in theoretical form). The suggestions were: first, using a generalized format of syllabus to help lecturers state their values explicitly. Second, there are opportunities to research further the same topic in the scope of enacted curriculum. And third, lecturers should maintain their internalization processes.

Introduction

Values influences people in many ways. People tend to group with others who has similar values since they seek friends, protections and supports; either in personal life or work. Nowadays, core values also make an organization unique, not merely from skills, networks, and productivities anymore; core values act as a protector and guideline when the organization face the crisis.

Educational institutions, with the *moral obligations* to educate the society should put more emphasis on how their core values implemented. This is because *orthopraxis* (the correct practice) is derived from vision and mission. Vision and mission are products from the organization's habits

(*habitus*) or *ethos*. *Habitus* are born from core values which are lived by the organization's member (Haryatmoko SJ, 2014).

Curriculum, as one form of written *orthopraxis*, is an actual plan for learning process in classroom. The plan also acts as guideline and its results at actualization level are very important in regards of the education quality in the institution (Glatthorn, Boschee, & Whitehead, 2009).

Understanding core values will help understand how curriculum should be implemented, and in turn will help understand how the learning processes should be implemented.

This case study was done by choosing MPBI (*Magister Pendidikan Bahasa Inggris*) the English Education Department, Graduate School Widya Mandala Surabaya Catholic University (UKWMS) is one of the best campuses in East Java with the "A"

score in accreditation ("Profile of UKWMS," 2016). Even though MPBI (as part of the Graduate School) still have "B" score in its accreditation, the campus will still provide a good example to be studied.

The Indonesian Law on Teacher and Lecturer (*UU No. 14 tahun 2005*) also stated that teachers should have four competencies: pedagogical, personal, social and professional. Understanding how core values are shared will indirectly help students of MPBI to develop better competencies and teaching preparations.
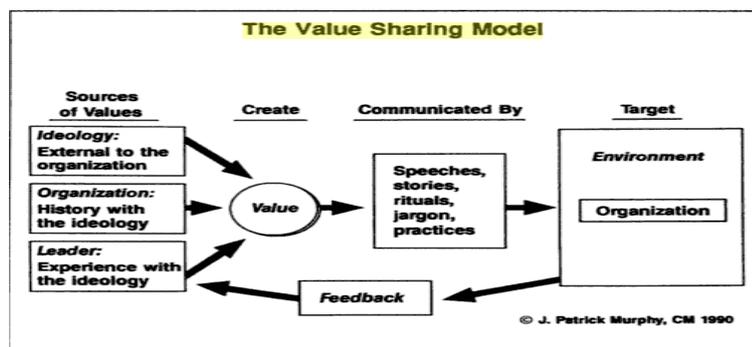
The research questions are as follows: first, do the course syllabi reflect the Core Values, Vision and Mission of MPBI? and second, how are the Core Values, Vision, and Mission translated into the prescribed curriculum (syllabi) of MPBI?

Review of Related Literature

The review of related literature will be divided into four parts. First, theories which are used as theoretical framework in this research. Second, related previous studies. Third, connections between theories and previous studies, and fourth, descriptions about MPBI's Core Values, Vision, and Mission.

Figure 1. The Value Sharing Model

The Value Sharing Model

Value Sharing Model is a model described by J. Patrick Murphy, CM to describe and explain how values are shared in institutional context. Organizational values can be formed from three main sources: ideology, organization, and leader. The combination of these three elements are shaping the values of organization (Murphy, 1991). Above is the diagram of The Value Sharing Model.

Actor Network Theory (ANT).

Actor Network Theory is an approach firstly developed by Bruno Latour, John Law, and Michael Callon in 1980s. Latour stated that this approach to sociology is different from the existing ones. He used term "*sociology of the social*" to describe the existed stable approach in sociology, and "*sociology of the association*" to describe the new approach. The first approach seem to have its influences from positivism, seeing phenomenon from "*a priori*" approach, using the established theory to explain the phenomenon. The second approach tend to be phenomenological in its approach, using "actors" to explain the phenomenon inductively. Rather than compromising, explaining, or establishing a stable explanation, the sociologist of the association likes to explore the controversies between these actors and let them explain themselves their role in the society, solving these controversies on their own (Latour, 2005). John Law stated that: "*Actor network theory is a disparate family of material-semiotic tools, sensibilities, and methods of analysis that treat everything in the social and natural worlds as a continuously generated effect of the webs of relations within which they are located. It assumes that nothing has reality or form outside the enactment of those relations. Its studies explore and characterize the webs and the practices that carry them.*" (Law, 2009).

This theory also assumed that human is treated indifferently from nonhuman, because human is not an a priori in this world, but instead as part of the world. ANT seeks to develop analyses that do not rely upon a priori distinctions that shape many of our understandings and practices (Edwards, 2012).

The common elements used in ANT are as follows: (a) **thing**. The element that would be actor in the network, either human or non-human, (b) **translation**. Description about what happened when entities (human and non-human) come together and connect, changing one another to form links, (c) **networks**. An assemblage of materials brought together and linked through processes of translation that perform a particular function, and (d) **network effects**. Network which has been formed by things, has its effects internally and externally (Fenwick & Edwards, 2010)

Curriculum theories. The explanations about curriculum theories below are taken from Glatthorn (Glatthorn et al., 2009).

The concept of curriculum. Basically there are two definitions of curriculum; prescriptive and descriptive. Prescriptive curriculum is like a prescription, directing teachers and students to do how things ought to be. Descriptive curriculum deals with how things are in the real classroom. In prescriptive curriculum, the knowledge has already constructed, while descriptive curriculum constructs knowledge from experiences in the classroom. A useful definition of curriculum should consider two criteria, generally understood and operationally useful for the educators. Based on these criteria, below is the definition used by Glatthorn: "*The curriculum is the plans made for guiding learning in the schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning*

environment that also influences what is

The types of curriculum. According to Glatthorn, there are six types of curriculum. First, **recommended curriculum**, which stresses "oughtness". Recommended by individual scholars, professional associations, and reform commissions. This curriculum is identifying skills and concepts that ought to be emphasized, according to perception and value systems for the sources. This curriculum can get its influences from societal trends and professional association.

Second, **written curriculum**, which intended primarily to ensure that educational goals of the system are being accomplished. Typically, this curriculum is more specific and comprehensive than recommended curriculum; indicate a rationale that supports the curriculum, general goals to be accomplished, specific objectives to be mastered, sequence in which those objectives should be studied, and kinds of learning activities that should be used. When delivering this curriculum to the teachers, it should be as simple as possible.

Next, **supported curriculum**. The curriculum as reflected in and shaped by resources allocated to support or deliver curriculum. There are four most critical resources: (a) time allocation to a given subject at a particular level of schooling, (b)
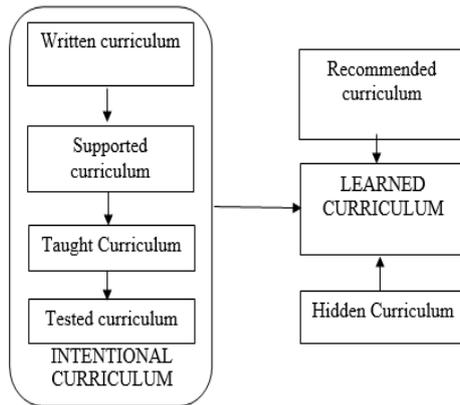
learned."(Glatthorn et al., 2009).
time allocation by the classroom teacher within that overall subject allocation to particular aspects of the curriculum, (c) personnel allocation as reflected in and resulting from class-size decisions, and (d) the textbooks and other learning materials provided for use in classroom.

Following the supported curriculum are **taught curriculum and tested curriculum.** Taught curriculum is the delivered curriculum, a curriculum that an observer would see in action in classroom as the teacher taught. Tested curriculum is that set of learnings that are assessed in teacher-made classroom tests, in district developed curriculum-referenced tests, and in standardized tests.

Finally, **learned curriculum**. The term "learned curriculum" is used to denote all changes in values, perceptions, and behavior that occur as result of school experiences. It includes what student understands, learns, and retains from both intentional curriculum and hidden curriculum.

The hidden curriculum. Hidden curriculum sometimes called as "unstudied curriculum" or "implicit curriculum". It might saw as those aspects of learned curriculum that lie outside boundaries of the school's intentional efforts. Its variables are: organizational, social-system, and culture.

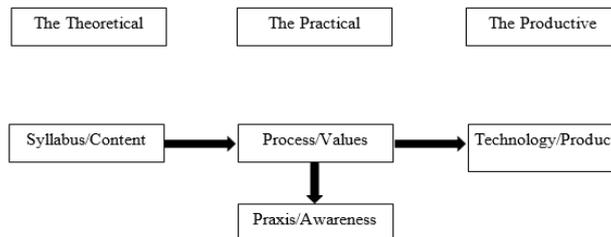**Figure 2. Relationship between Types of Curricula**

The relationship between various types of curricula. Relationship from the six types of curricula and the hidden curriculum can be seen in Picture 2.

Mark Smith's categorization of curriculum development. Similar with Glatthorn, Smith also create his own categories which is quite similar with Glatthorn's categorization. There are four components: first, **transformation of information,** in which curriculum act as a body of knowledge to be transmitted via a syllabus. Second, **end product,** in which curriculum act as an attempt to achieve certain ends (products). Third, **process,** in which currilum seen as a process, and fourth, **praxis,** in which curriculum seen as a committed action. When joined together, it will look like the following picture.

Figure 3. Elements of Curriculum Theory and Practice

Previous Related Studies

Values in Catholic higher education. We cannot separate values in Catholic higher education with its theological aspects. Before we discuss the theological aspects, let us take a look at research done by Murphy about vision, mission, and values in Catholic higher education institutions (Murphy, 1991).

Murphy did the research on five Catholic campuses in the United States. The criteria for choosing these institutions were: (a) whether these institutions had their ideologies and values as their central and readily identifiable in the dominant culture or vision of the institution, and (b) these institutions had a stable leadership and represented a variety of locales and sponsorship. Based on these criteria five campuses were chosen: DePaul University, Santa Clara University, Barry University, Trinity College, and St. Mary of the Woods College. In each of this university Murphy tried to find out about core values which are

lived in these institutions by asking two basic questions to his respondents (students and the faculty staffs): (a) mentioning core values which are lived in their institutions and (b) describing stories about how these values are lived within their institutions. By analyzing and summarize the results he found the model to explain how the core values were shared among the members of the institutions and how these values can develop later, called as "The Value Sharing Model".

The conclusion from his research were that the presidents indeed have a vision which came from, mostly, Catholic values; which are values of quality and a strong sense of human respect (Murphy, 1991). These values were also communicated well and the member of the organization were aware of these efforts too. Murphy also said that:

> "Presidents need to be aware of ideological continua, organizational cultures and histories, and differences among and between subgroups. If they are to communicate values, they need to be aware of what works and for whom. They need to listen for feedback from the environment and other organizational members. They need to seek opportunities and use multiple methodologies to communicate values to their various client groups." (Murphy, 1991).

Murphy also said that to be a good leader in these institutions, the leader should emphasize more on the shared vision rather than the personal quality of a leader. Also to focus more on values at the grass-root and struggle together with the community to apply mission based on values. Drucker said that, "what matters is not the leader's charisma. What matters is

the leader's mission. Therefore, the first job of a leader is to define and live the mission of the institution…" (Murphy, 1991).

The theological aspects can be seen from studies such as done by Currant which reveal to us about the term "catholic", meaning social service aspect, and "Catholic" or religiosity aspect (Curran, 1997). To maintain these values, the institution are not doing it alone, since they got a lot of attention from the Holy See itself in which this conditions are beneficial. The animating force in the Catholic universities is love of learning and love of truth (Nagy, 2006). Nagy also mentioned that the challenge for these Catholic universities are: (a) the catholic identity for the university, (b) autonomy of the institution, and (c) relativity.

Vision, mission, and identity in Catholic educational institution. Institutional vision is "a philosophical template – a concept of what, at its best, a college or university is like and the kinds of human beings that institution is attempting to cultivate" (Abelman & Dalessandro, 2008). In his research with Dalessandro to do content analysis of institutional vision from a nationwide sample of Catholic schools, Abelman suggests that these institutions should be vision-driven, with the characteristics of clear, highly optimistic, and inspirational language.

Abelman explains that since *Ex Corde Ecclesiae* the Catholic colleges and universities have made a conscientious efforts to better embed a declaration of religious identity, its defining values, and guiding principles into their institutional mission and vision statements. When challenges come in terms of compromising faith to conform to an increasingly social world, these vision and mission statements can be unifying tools, because institution

also emphasizes the benefits in applying vision and mission in daily life.

Haryatmoko also said similar things. Core values hold the most important thing in value transferring. They are formed from collective moral values of individuals in organization, which in turn will form habits, ethos, vision, and *orthopraxis*. The way to communicate these values should consider three aspects: (a) locutionary (meaning, content, what to say), (b) illocutionary (purpose and should be done, or how to say), and (c) perlocutionary (the effects of the message). To convey the message in the written texts, the perlocutionary aspects can help much since it can move the reader either to believe or to do certain actions regarding the message.(Haryatmoko SJ, 2014).

ANT in education: the prescribed and enacted curriculum. Instead of analyzing prescribed curriculum using an *a priori* position and determined the factors, we should focus more on the actors. "Factors impacting upon the curriculum may be real but they are not foundational explanations and to enact them as such is to miss the point of the translations to which they subject." (Edwards, 2012). The description of Edward's research will be explained below.

Edward did a case study to explore curriculum-making in three matched subjects in an upper secondary school and a further education college in a medium sized town in Scotland. These are some facts found in the background of study: (a) there are changes in the academic curriculum in Scotland, from schools focused on an academic curriculum and colleges provide a more occupation-related curriculum in both schools and colleges, impacting upon curriculum coherence, transition and progression for students within the

Reflection. Based on the studies about values, vision, mission, and identity in Catholic higher education, Catholic higher education institution is "value driven" organization. "Catholic" and "catholic" values; and its unique combination are the best way to describe this situation, implying that these institution must be inclusive. These values must be kept and inherited to those who involved through the formulation and implementation of vision and mission. Meaning that in the context of Widya Mandala Catholic University core values, vision, and mission are not just a writing, they come from reflection of experiences by people who lived with the values, in which it will be shared and inherited to the members of the institution.

curriculum and between institutional context, (b) the policy from SQA (Scottish Qualification Authority) that provides the basis for prescribed curriculum was very standardized and rational, using an approach which assumes that learning outcomes are same despite different contexts for and means of developing and demonstrating them, (c) there is research evidence which suggests that there is less diversity in the described and enacted curriculum than envisioned or desired. But many of the unit descriptors seek greater standardization, seeming to limit the possibility of diversity, and (d) a great deal of research points to a tendency for continuity rather than change in what goes on in schools and colleges in response to centrally mandated reform initia
tives, as mentioned by Cuban (Edwards, 2012) these factors are: schools prize obedience over independent thinking, the existing culture of teaching, and the socialization of teachers through their own schooling.

The attempts to provide a standardized prescribed curriculum with equivalences across sites is not being achieved in enacted curriculum. The differences and multiplicity are inherent (inseparable) in curriculum making, meaning that the curriculum making process should be open to diversity, making it rich and therefore too rigid and standardized curriculum will not be much help to reach the goal of the education if the prescribed curriculum is not giving any space of difference and multiplicity.

The connection between value sharing model, actor network theory, and curriculum theories in this research. Table 1.

Curriculum Types Comparison

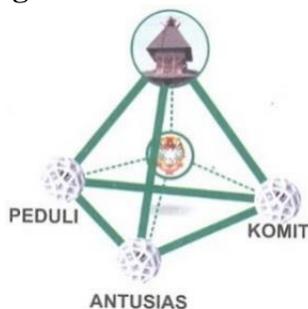| Glatthorn	Intentional Curriculum		Learned Curriculum
	Written curriculum, Supported curriculum	Taught curriculum, Tested curriculum	Recommended curriculum, Hidden curriculum
Smith	**The Theoretical:** Syllabus/Content	**The Practical:** Process/Values →Praxis/Awareness	**The Productive:** Technology/Product
Edwards	Prescribed curriculum	Enacted curriculum	

There are three ways to check whether an approach can be identified as Actor Network Theory: (a) there are precise role granted to non-humans. They have to be actors and not simply the hapless bearers of symbolic projection; (b) in which direction the explanation is going in. is the list of what is social in the end is the same limited repertoire that has been used to explain (away) most of the elements? If the social remains stable and is used to explain a state of affairs, it's not Actor Network Theory; and (c) whether a study aims at reassembling the social or still insists on dispersion and deconstruction.(Latour, 2005). When compared to Edward's research then the syllabi of teaching should be open to diversity and open to improvement in its contexts.

To contextualize the research, the descriptions below are about Core Values of Widya Mandala Catholic University/ UKWMS (which is the same with the Core Values of MPBI), also Vision and Mission of MPBI.

When we compared Glatthorn and Smith's categorization, the prescribed curriculum are identical with "Written" and "Supported" Curriculum. Also identical with "The Theoretical". While the enacted can be seen as identical with "Taught" and "Tested" Curriculum also identical with "The Practical". "Learned Curriculum" (consists of "Recommended" and "Hidden" Curriculum) are similar with "The Productive"; they act as the result of learning and can be used as a resource material for curriculum development. The comparison can also be seen from the following table:

The description for core values is taken from the UKWMS Corporate Culture Booklet (Senat Akademik Universitas Katolik Widya Mandala Surabaya, 2011a). The core values of UKWMS are part of the corporate culture and have gone through some institutional processes of identification and formulation. At first there were 18 values, condensed into seven (according to its strength). After being confirmed with the members of the institution, five values were chosen (according to its convergences). After that the leaders of the institution were being asked for inputs and these five values are then crystalized into three, they are: *peduli* (care), *komit* (commitment), and *antusias* (enthusiasm); or PeKA.

Figure 4. Core Values of Widya Mandala Catholic University

The motto of UKWMS is *"Non Scholae Sed Vitae Discimus"* (we learn not only for the sake of knowledge, but for life itself), restated as ***"a life improving university"***. Meaning that the institution must contribute for the better life of others, or the community they serve (Senat Akademik Universitas Katolik Widya Mandala Surabaya, 2011b). Below is the picture of the UKWMS.

The logo can be seen from UKWMS' website ("Profile of UKWMS," 2016):

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Figure 5. Motto of Widya Mandala Catholic University

Core Values are described further into the corporate guidelines in the forms of expected behaviors. These descriptions can be obtained in the booklet about "the code of ethic and behavior" (Senat Akademik Universitas Katolik Widya Mandala Surabaya, 2011b).

Core Values form a habit, and habits form vision and mission before. Vision and mission form *orthopraxis* (Haryatmoko SJ, 2014). Kirkpatrick stated that in the business world, a vision is "a leaders' ideological statement of a desired, long-term future for an organization" (Goethals, Sorenson, & Burns, 2004). Below are Vision and Mission of MPBI, taken from its website:

Vision. An excellent Master of Education program in Teaching English as a Foreign Language (TEFL) with international standards.

Mission. (1) To graduate Masters of Education in Teaching English as a Foreign Language (TEFL) who demonstrate thoughts, works and behaviors grounded on social responsibility and commitment to humanity and passion for the improvement of civilization; (2) To graduate Masters of Education in Teaching English as a Foreign Language (TEFL) with English proficiency and competitive excellence in education and teaching; (3) To graduate Masters of Education in Teaching English as a Foreign Language (TEFL) with knowledge and skills to formulate problems, analyze alternative solutions and make decisions responsibly ("Profile of MPBI," 2016).
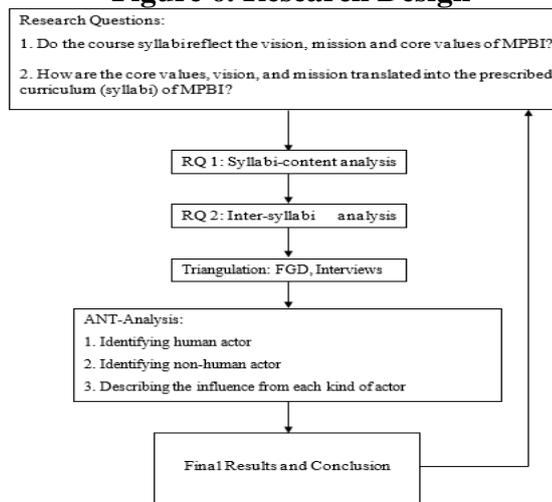
Research Method

Research Design

The research uses qualitative approach, case study in particular. Case study was chosen since MPBI would provide a good example to find out how the Core Values, Vision and Mission were translated into the syllabi as prescribed curriculum. Through case study we could see that "reality is multiple, contradictory, and changing, and the researcher inevitably becomes part of the study. They are also better suited for exploring issues rich in context" (Hood, 2009). The research design is shown in the Picture 3.1. First research question will be answered using the syllabi-content analysis and second research question will be answered using inter-syllabi analysis. After that the researcher will continue with triangulation.

Figure 6. Research Design

The triangulation has two purposes: (a) to confirm the findings from syllabi analysis, and (b) to gain more inputs from triangulation process itself. After triangulation, a simple ANT-analysis was done in three steps. First, identifying human actors. Second, identifying non-human actors. And third, describing influence from each actor. Below is the research procedure in this research:

Table 2.
Research Procedures

Steps	Procedures
1	Collecting Course Syllabi
2	Creating Document Analysis Parameters
3	Analyzing the Syllabi (Syllabi Content and Inter-Syllabi)
4	Reporting Documenting Analysis Results
5	Preparing Questions for Triangulation
6	Triangulation: Interviewing the Lecturers
7	Triangulation: FGD or interview with students from MPBI-19
8	Analyzing using ANT
9	Concluding the Final Results
10	Checking whether the results are answering the research questions

Subjects in this research are course syllabi in MPBI, mostly year 2014. Sources of data were differentiated between human and non-human; non-human data were taken from course syllabi and human data were taken from results of triangulation (interview with lecturers and interview/FGD with students of MPBI-19). Non-human data are statements of course description, course goals, course outcome/results, course management, course assessment, course resource material, and course schedule; they are general terms generated by researcher from syllabi since various terms are used by different lecturers. Human data are statements expressed by lecturers in interview and students in interview/FGD. The unit of analysis were meaningful notions found in words, phrases, paragraphs, and sentences in course syllabi, specifically in course objectives and learning outcomes, strategies, and assignments.

There were four instruments created by the researcher. They were the Core Values Analysis Form (Instrument 1), Vision and Mission Statements Analysis Form (Instrument 2), Tentative Questions for Interview with Lecturers (Instrument 3), and Tentative Questions for Interview/FGD with Students (Instrument 4).

Instrument 1 was used to analyze syllabi whether they reflected the Core Values. To use this instrument, we seek parts (words or sentences) which reflected the Core Values. Guideline in this instrument consists a list containing meaning and synonym from each value. Source for the meaning was taken from a PC program called "The Sage", while source for the synonym was taken also from a PC program of Thesaurus. These parameters should act as guidance, not a firm rule for interpreting the syllabi.

Instrument 2 was used for Analyzing Vision and Mission Statement. The way to use this instrument is similar with the Instrument 1, the difference is that the guideline was taken from the three Mission of MPBI. Vision is stated also in this instrument, but the researcher focused more on the mission since vision contained a long-term purpose which cannot be seen directly from a syllabus, and we should see whether vision is accomplished or not by seeing whether three missions are fulfilled or not.

Instrument 3 and 4 were used as tentative guideline for interview. Instrument 3 for interviewing lecturers and Instrument 4 for interviewing/doing FGD with students. The questions were created based on findings from analysis using Instrument 1 and 2.

Data were collected from: (a) syllabi analysis, (b) interview transcripts from several lecturers, and (c) interview/FGD results from MPBI-19 students, using the instruments that had been prepared by the researcher, by seeking meaningful words or statements in the syllabi and transcript. Interview transcripts and FGD results were used as a basis for triangulation by comparing results found from the transcript with results from syllabi analysis.

Data analysis was done using coding technique. The preparation and process were as follows. **First**, searching parts in syllabus which reflected Core Values and marking it. **Second**, doing similar things but in context of Vision and Mission Statement of MPBI. First step was done by using Instrument 1 and second step was done by using Instrument 2. **Third**, listing the other interesting points found from syllabi, if any, for further analysis if necessary. **Fourth**, comparing results from syllabi analysis to find the similarities and differences among them using axial coding (sort codes into some sort of order or groups). **Fifth**, comparing interesting points to explore further (from step three) with results from axial coding to develop further on the interview questions. **Sixth**, using interview and FGD transcripts as a basis for triangulation using categorical analysis. **Seventh**, comparing results of document analysis, interview and FGD to draw a diagram of networks about the translation process of Core Values, Vision and Mission into the prescribed curriculum in MPBI. **Eighth**, doing simple ANT-analysis by sorting human and non-human actors. **Ninth**, starting to identify which actors influenced more in translation process. And **tenth**, generating results and conclusion to seek whether the research results has answered the research questions.

Triangulation was done by interview with some lecturers and FGD with students from MPBI-19. By using categorical analysis, after the transcript had been generated, researcher will seek through the text for certain words or sentences which supports the findings, using it for confirmation. Also seek for certain patterns to either support or confirms new findings. Also seek whether there are certain words or sentences which revise the previous findings to get better understanding concerning the questions asked on this research.

Results and Discussion

Results of the Study

The results and discussion were based on research questions stated earlier in Introduction. The answers were based on document analysis results and crosschecked with the results from the triangulation. After the triangulation, the ANT-analysis will be done to identify the human and non-human actors along with seeking which actor(s) has most influence in the translation process.

SylLabi Analysis Results.

Using Instrument 1 to check whether the syllabi were reflecting Core Values, at first the researcher tried to check whether the word mentioned in the list and its related synonyms are stated in the syllabi. The researcher only found two words from 21 syllabi. After that the researcher tried to do the same thing by using meaning list,

resulting in a lot of findings and revealing that every syllabus contains three Core Values. Core Values were stated implicitly and can be interpreted as a sign of internalization. The lecturers didn't think first how to insert the Core Values into the syllabus but instead they were thinking based on the course requirements itself that directs them to prepare the syllabus.

The easiest value to be found was commitment, since there were always parts in syllabus which stated as assignments, learning method, assessment, course outline, and such. The value about care can be seen mostly in parts about course description, course outline, and such. The most difficult value to be found was enthusiasm, the researcher can only assume that more detailed syllabus shows more serious/enthusiast from the writer. But this also related with personality and writing style of writer, which cannot be proven only by reading syllabus.

prove civilization. Second Mission statement emphasizes the professional skills excellence in education and teaching. While third Mission statement emphasizes the academics/scientific skills, deals with how to formulate problems, analyze alternative solutions and make decisions responsibly. It appears that Vision and three Missions connected in two ways, by having the same goals (to graduate from the Master's program in TEFL) and by translating the statement "international standards" into the Mission statements. Based on this description, the researcher analyzed the syllabi to find out whether they reflected the Mission Statement. The results can be seen in Table 3. (The terms of "required' and "optional" course group will be explained later).

Number 1, 2, or 3 in the column **"# of Mission Statements Reflected"** indicates

To check whether syllabi are reflecting Vision and Mission statement, the researcher were checking first whether Vision statement was reflecting three Mission Statements, since Vision can only be fulfilled by accomplishing three Mission Statements. After that the researcher analyzed contents from each syllabus to find things such as sentence(s), keyword(s), assignment(s), classroom rule(s), or skills(s) mentioned in the syllabus which were in accordance with Mission Statement.

The similar parts between Vision and Mission Statement is to graduate Masters of Education in TEFL. The difference between Vision and Mission Statement is in the description of what is meant by "international standards" in the Vision statement. First Mission statement emphasize on social responsibility and commitment to humanity to im

the reflected number of the Mission Statements. From 21 syllabi that had been analyzed, actually there were still two missing syllabi to analyze; Principles of ELT (first semester) and Advance Seminar on ELT (third semester), but the already compiled syllabi were considered enough by the researcher to describe general connections of courses in MPBI with its Vision, Mission, and Core Values. From this syllabi analysis results we could see that these course syllabi were reflecting The Mission Statement of MPBI; some of the courses may reflect fewer than three missions, and the other may reflect all the three missions since each course has its own emphasis and focus. So syllabi were fulfilling Core Values of UKWMS, Vision and Mission Statements in MPBI if they were seen as a system; not as a single or group course. Implicate that someone as

alumnus of MPBI need also to share and learn from his/her fellow alumnus from other minor.

To check whether Core Values were reflected in Vision and Mission Statement, Table 4 is used. In this Table, the researcher tried to seek in the word(s) and/or statements that reflected Core Values from Mission Statement. After analyzing the syllabi, the researcher found that the value of **Care** (*Peduli*) can be seen from words **"passion"** and **"social responsibility"** in first Mission Statement, and phrase **"skills to formulate problems"** in third Mission Statement.

The value of **Commitment** (*Komit*) can be seen from phrases **"demonstrate thoughts, works, and behaviors"**, **"social responsibility"** (*investing in time and energy to engage in social responsibility*), and word **"commitment"** in first Mission Statement; phrase **"English proficiency and competitive excellence in education and teaching"** (*continuous practices to improve the competitive excellence*) in second Mission Statement; and phrase **"analyze alternative solutions and make decisions responsibly"** in Third Mission Statement.

The value of **Enthusiasm** (*Antusias*) can be seen from phrase **"passion and drive for the improvement of civilization"** in first Mission statement, also from phrase **"analyze alternative solutions"** from third Mission statement.

Inter-syllabi Analysis Results. To answer the second research question regarding how Core Values, Vision, and Mission Statement were translated, the inter syllabi analysis was done by doing several steps. First, checking whether Vision and Mission statements were reflecting Core Values. Second, seeking similar theme of courses and grouping them into several groups and naming these groups. Third, analyzed course goal from each course in each group and seeking the connection/similarities between them.

Table 3.
Syllabi and Mission Statements Curricula

#	Syllabus Name (course name written in bold indicate that the course is identified in the Required Course Group)	Course Given at ... Semester	# of Mission Statements Reflected	Course Group (*Required/Optional)
1	Instructional Leadership Development	1	1, 2, 3	Educational Leadership
2	**Academic Writing**	1	**1, 3**	**Academic Skills**
3	TEYL-1: The Young Learners' Language Development	1	2	TEYL
4	**Advance English**	1	**2**	**Language Skills**
5	Sociolinguistics	1	1, 2, 3	Linguistics
6	**Workshop Training**	1	**1, 2, 3**	**Workshop Skills**
7	Curriculum Design and Administration	2	1, 2, 3	Educational Leadership
8	**Teaching Reading**	2	**1, 2, 3**	**ELT**
9	**Teaching Writing**	2	**1, 2, 3**	**ELT**
10	**Teaching Listening and Speaking**	2	**1, 2, 3**	**ELT**
11	**Qualitative Research on ELT**	2	**1, 3**	**Academic Skills**
12	**Quantitative Research on ELT**	2	**3**	**Academic Skills**
13	TEYL-2: Techniques and Assessment in the Young Learners' Classroom	2	2, 3	TEYL
14	Pragmatics	2	1, 2, 3	Linguistics
15	TEYL-3: Evaluation of Young Learner's Material	3	1, 2, 3	TEYL
16	**Applied Linguistics – 1st half**	3	**1, 3**	**ELT**
17	**Applied Linguistics – 2nd half**	3	**1, 2, 3**	**ELT**
18	Discourse Analysis	3	1, 2, 3	Linguistics
19	Educational Organization and Seminar on Principalship	3	1, 2, 3	Educational Leadership
20	**Language Testing**	2	**1, 2, 3**	**ELT**
21	**Teaching Practice**	4	**1, 2, 3**	**ELT**

The second Mission Statement can reflect all three Core Values while the first and third Mission Statements only reflected two Core Values. When we saw Vision and Mission as a connected system and accumulate the results, we could assume that the Vision Statement were (indirectly) reflecting the three Core Values.

Table 4.

Connections between Core Values and Mission Statement

Core Values (PeKA)	Mission Statements	Phrase/Sentences from Mission Statements which are Reflecting the Core Values
Peduli	1. To graduate Masters of Education in Teaching English as a Foreign Language (TEFL) who demonstrate thoughts, works and behaviors grounded on social responsibility and commitment to humanity and passion for the improvement of civilization. 2. To graduate Masters of Education in Teaching English as a Foreign Language	**Care:** passion (1), social responsibility (1), skills to formulate problems (3).
Komit		**Commitment:** demonstrate thoughts, works and behaviors (1), commitment (1), social responsibility (*investing in time and energy to engage in social*

The second step in doing inter-syllabi analysis was seeking similar theme of courses, grouping them into several groups and naming these groups. **Required courses** are courses that must be taken by students, and **optional courses** are courses that can be chosen by students according to specialization: Educational Leadership, TEYL, or Linguistic. The classification can be seen in   Table 3.

The third step in inter-syllabi analysis was seeking similarity in each course goal from each small group in **required course group** and **optional course group** to find connection between them. Researcher rewrites course goals from each course and put them into the Table. After that researcher look for the similarities in each small group and interpreting these goals into a single goal statement for each small group. The interpretation that was made by researcher to simplify the course goals which had been written in each syllabus can be seen in Table 5. The purpose in this step is to simplify the goals which had been written in each courses. Rewriting each of these goal into a single goal based on the

course groups will help to find connection between each course easier.

After simplifying course goals from each syllabus, the researcher tried to find out whether these goals were reflecting three Mission Statements. If these goals were reflected the three Mission Statements, then they also reflected the Vision, and Core Values. Again, they must be seen as a system not as a separate or individual part. These attempts were described in Table 5.

Based on the simplified goals from each small group, the researcher tried to find their connection with the Mission Statement of MPBI. If description of the goal covertly stated for social responsibility and/or passion for humanity, then the goal reflected the first Mission Statement. If the goal description covertly stated for skills, either in teaching or education then the goal reflected the Second Mission Statement. And if the goal description covertly stated for "scientific thinking skills" (ability to formulate problems, analyzing the problems, and the ability to make decisions responsibly) then the goal reflected the third Mission Statement.

Table 5.

Simplified Course Goals Based on the Course Group

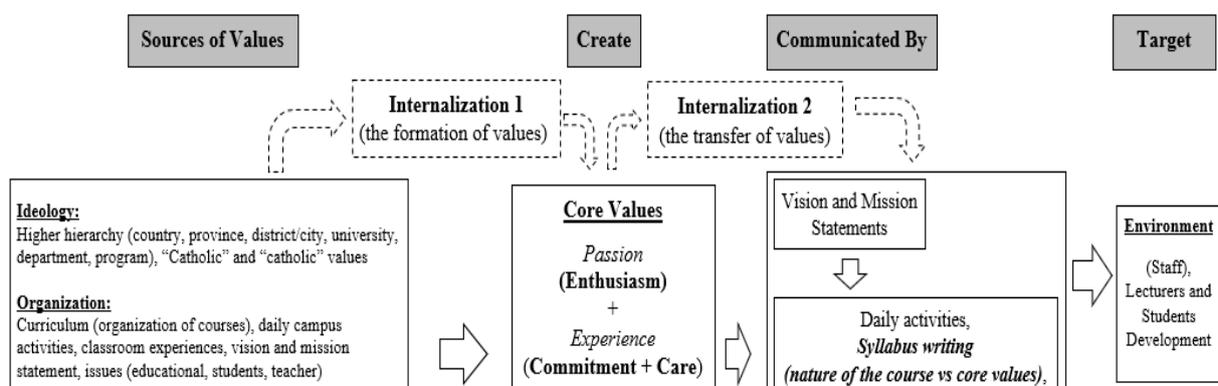| #	Small Group Name (Required/Optional)	Connections Between Courses in the Same Course Group (Interpreted by the Researcher)
1	Language Skills/**Required**	Bring the students' English proficiency into the advanced level
2	English Language Teaching (ELT)/**Required**	Improving students' knowledge and skills at teaching, developing materials, and assessments in English Language Teaching
	Workshop Skills (**Required**)	Enabling students to transfer information to the community about various things in education, especially about ELT, in the forms of seminar and workshop

From Table 6, we can see that not all description of course goal from each small group reflected all the three Mission Statements. But since Vision and Mission is a system, then we can assume that all course goals, when also be seen as a system, supported each other to fulfill all the three Missions and therefore fulfilling the Vision and in either way they also reflected the Core Values.

Table 6

Connections of Goal of Courses with Vision and Mission

Name of Small Group of Courses and their Simplified Course Goals (Required/Optional)		Reflected mission statements number ...	Missions Statement	Vision Statement
Educational Leadership Group (Optional)	Preparing students to become appropriate leaders in educational context.	1, 2, 3	1. To graduate Masters of Education in Teaching English as a Foreign Language (TEFL) who demonstrate thoughts, works and behaviors grounded on social responsibility and commitment to humanity and passion for the improvement of civilization. 2. To graduate Masters of Education in Teaching English as a Foreign Language (TEFL) with English proficiency and competitive excellence in education and teaching. 3. To graduate Masters of education in Teaching English as a Foreign Language (TEFL) with knowledge and skills to formulate problems, analyze alternative solutions and make decisions responsibly.	An excellent Master of Education program in Teaching English as a Foreign Language (TEFL) with international standards
TEYL Group (Optional)	Preparing students to be a good ELT teacher for young learners, providing them with theories, skills, and assessment methods needed in teaching English to young learners.	2		
Linguistics Group (Optional)	Deepen students' knowledge and understanding about various aspects in sociolinguistics, pragmatics, and discourse analysis; also enabling them to apply these principles into their future role as an English teacher	2, 3		
Language Skills Group (Required)	Bring the students' English proficiency into the advanced level	2		
ELT Group (Required)	Improving students' knowledge and skills at teaching, developing materials, and assessments in English Language Teaching	2		
Workshop Skills Group (Required)	Enabling students to transfer information to the community about various things in education, especially about ELT, in the forms of seminar and workshop	1, 2, 3		
Academic Skills Group (Required)	Enabling students in becoming a better scholar in ELT field (being critical to daily phenomena related in ELT, questioning the phenomena, and developing a method to respond the phenomena).	1, 3		

Figure 7. Value Sharing Model in MPBI

The figure above explained how Core Values of MPBI are formed and shared to each of its members. Sources of values are from ideology, organization, leaders, and personal experiences. One interesting fact can be seen from ideology, in which we can see that government ideology (and policy, as one of its forms) is accepted and enculturated with institution's ideology. Meaning that nationalism is accepted and acculturated altogether with "Catholic" and "catholic" values in institution.

The researcher adds **personal experiences** as one of the source of values since personal experiences of the people other than institutions' leader are also forming the Core Values of institution.

The researcher also adds internalization as one of the key processes in forming the core values. There are two steps of internalization. **Internalization 1** happened when lecturers internalize their personal values with Core Values of the institution, forming core values through passion and experiences, since all lecturers begin with their own passion in their own field, bringing these passions together with their own personal values and at same time they also bring their commitment and care in accomplishing their goals. While

Internalization 2 happened when lecturers tried to share what they have learned, either in daily activities, syllabus writing, and classroom activities. The phrase "*syllabus writing*" are written in italic because in this research we seek how the lecturers are translating the Core Values, Vision, and Mission into their syllabus. In syllabus writing processes, lecturers tried to share what they have achieved and internalized to their students through the concept they write in syllabus about activities in class, attendances and assignments, description in the course objectives, and also through rules and commitment required in the course. They also added their own personal style in these processes of writing. There are also influences from nature of the course itself, also Vision and Mission statements, which in turn will make syllabi unique. In target and feedback, researcher only contextualized the contents according to the results of document analysis and triangulation.

The ANT analysis. These simple analyses were done to identify and describe human and non-human actors in the map of network that has been explained before.

From Figure 7, the researcher categorized items described in network into

human and non-human actors. The categorization based on these criteria was decided by the researcher. *Human actors* are items that are done by humans, while *non-human actors* are items that are not done by humans but moved the human actors externally. In short, based on these categorizations, there are 12 non-human actors and 43 human actors found, indicating that the human actors are more dominant in the process of formation and transfer of values. The precise role of non-human actors lies in the way they affect in internalization processes. As source of values they shape lecturers' experiences and perception so that lecturers are helped to find their own passion, while in feedback they exist in form of students' score exam, which can be used as an evaluation material. These evaluation materials will then reshape their passion so that they can give better service to students.

These analyses also show that human actors hold more dominant role in the process of forming and transferring values. All lecturers that have been interviewed said either directly or indirectly that they all begin with passion, or enthusiasm. These enthusiasms when blended with experiences (to have full experiences there must be commitment and care in it) will be fruitful. As long as lecturers have their passions, internalization processes will run well, since passion also drive them to have the full experiences.

The next question that is probably out of context but important is, "As most difficult values to detect in syllabi is enthusiasm, what can be done to keep lecturers maintain their passion?". To answer this question probably we can see again in Source of Values. Human actors stated there are "Catholic" and "catholic" values (ideology, one actor); daily campus activities, classroom experiences, issues in students and teachers (organization, four actors); personal values (leader, nineteen actors); also, personal method and approach (personal experiences, seven actors). From these actors which mostly came from personal values, indicating that personal values hold most dominant actors in keeping the passion. Even though the other actors hold the same or more influences but from the number of actors when accumulated still personal values hold most dominant influence. So as long as the lecturers had their personal values keep, it will be most helping in keeping the passion, since everything is begin with passion.

Conclusion and Suggestion

Conclusion

Regarding the first research question, syllabi were reflecting core values, vision and mission statements of MPBI, with several notes. First, lecturers had undergone internalization processes in creating syllabi since values are stated implicitly, not explicitly. Second, easiest value to reflect is commitment while the most difficult to reflect is enthusiasm. Lecturers also have their own personal values to be shared with students in course. Third, syllabi were reflected on all three missions but with different emphasis since this was influenced by nature of the course and the writing style of the lecturers.

Regarding second research question, researcher found four ways that lecturers usually used to deliver values: activities in classroom, attendances and assignments, description in course objective, and written rules and commitment required in course. Besides these four, lecturers also add their own unique ways to deliver values in

classroom. Furthermore, since not all courses reflected all three missions in same emphasis then the syllabus should be seen as a part of a big system of curriculum, not as a single separated unit of course. Finally, all courses are crystallized in Teaching Practice course (in the form of practical) and Thesis Writing (in the form of theoretical).

Suggestions

First, lecturers tend to state core values implicitly in syllabi analyzed by the researcher. According to Lecturer A, this is because in previous format (syllabi which became material to be analyzed), there were no strict guidelines/rules which require lecturers to explicitly write certain values (especially core values) into their syllabi. As for later development, lecturers are required to explicitly express a certain value in their course syllabi.

The researcher thinks that it is a positive habit for lecturers to start expressing the value they want to share explicitly in the syllabi, because it will help them to regularly reflect whether value they want to share is really understood by students. These reflections can happen when lecturers read students' assignment, so this approach can be an alternative approach for lecturers to understand the students' needs and internalize values they want to share – which values should be given more emphasis and which values should be less emphasized in the learning process. It can also be a helpful guide for students when they read course syllabi. They can easily identify what kind of values will be transferred to them through the process in classroom later. Researcher also analyzed structure of each syllabus and group similar terms used in these syllabi, coloring similar terms with same color, resulting in general structure of MPBI syllabus, as follows:

Table 7.

General Syllabus Structure of MPBI

#	Group Name	Example of Terms Used in Syllabi
1	Course Description	Course description, GIO.
2	Course Goals	Course aim, course objective, course intent, SIO, learning objectives and goals.
3	Course Outcome / Results	Learning outcomes, course outcomes, dispositions addressed.
4	Course Management	Learning strategies, delivery methods, teaching learning activities, class activities, course activities, topics, course content, laptop (rules for using laptop in the classroom), organization, notes (can be a suggestion or a rules of conduct), prerequisites, diversity, etc.
5	Course Assessment	Assessment, assignment, scoring system, evaluation, grading plan, evaluation, grading reference.
6	Course Resource Material	Bibliography, references, assigned textbooks, important websites for TEYL, e-books.
7	Course Schedule	Course outline.

There are possibilities that lecturers are referring to this general structure, intentionally or unintentionally.

Second, not all core values can be revealed through document analysis and interview processes. There are opportunities in researching further about same topic in scope of the enacted curriculum.

Third, internalization processes should always be maintained by lecturers since this was the core processes in forming and sharing values. This can be done by, first, keeping the enthusiasm by always checking whether personal values are still in line with core values, vision, and mission statements; since the good internalization processes begins with passion (enthusiasm); and second, sharing thoughts and feelings regarding their daily activities and teaching-learning processes to their colleagues.

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