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The Paradigm of Education and Higher Education Curriculum: Critical Discourse Analysis (CDA)¹

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This paper, entitled *The Paradigm of Education and Higher Curriculum: Critical Discourse Analysis (CDA)*, aims to describe and analyze the higher education paradigm, national curriculum and globalization challenges. The findings are expected to be a model of intellectual moslem character building which will play optimal role in building Islamic civilization.

The object of the research is the national curriculum (NatCur) No. 232/U/2000 and No. 045/U/2002. The approach used is Critical Discourse Analysis (CDA). CDA recognizes eight principles, and three of them are: First, discourse discusses social problems and direction of higher education. Second, Natcur discourse is interpretative and explanative. Third, the challenge of globalization requires social commitment.

The findings are: first, the course of higher education has to be based on the true paradigm that considers 3 factors: (1) the entity of faith as the basis of knowledge so that human knows The Creator; (2) the entity of the laws of Allah SWT as the course of scientific activities, that is for the good of all human beings; (3) scientific truth is relative and tentative. Second, national curriculum is highly influenced by the global market. In order to keep the national identity as religious, the national curriculum needs to consider 3 factors: (1) the building of Islamic personality, (2) integration of formal, informal and non formal education. (3) life skills. Third, to face the challenge of globalization, the intellectual Moslem need to have the commitment in owning Islamic personality and in making Islam as a discipline of knowledge.

Keywords: Critical Discourse Analysis, true paradigm, national curriculum (natcur)

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