

Bridging Tradition and Innovation: A Batik-Inspired National Occupational Therapy Curriculum in Indonesia

Shaniff Esmail,^{1, 2} Sharon Brintnell¹ Muhammad Luthfi ²,
Bambang Kuncoro ³, Hermito Gidion² & Tri Budi Santoso³

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Thesis:
Batik functions as educational design
logic, not ornament — a **culturally
grounded system** for sequencing
competence, identity, and professional
reasoning.



Why a National Curriculum Narrative

Indonesian Wedding Dress

from the province of Java



- OT education must reflect Indonesia's cultural and geographic diversity
- Batik represents layered identity, heritage, and unity
- Curriculum integrates WFOT standards, quality education principles, Indonesian regulations, and local realities

Batik provides a shared design language for "unity within diversity," a national philosophy.

INDONESIAN CULTURE & REGIONS

Impact on Daily Life

Cultural differences shape social roles, daily routines, and occupational practices, influencing how communities interact and work.



S Sulewasi Tana Toraja
The Living Dead & Tau Tau

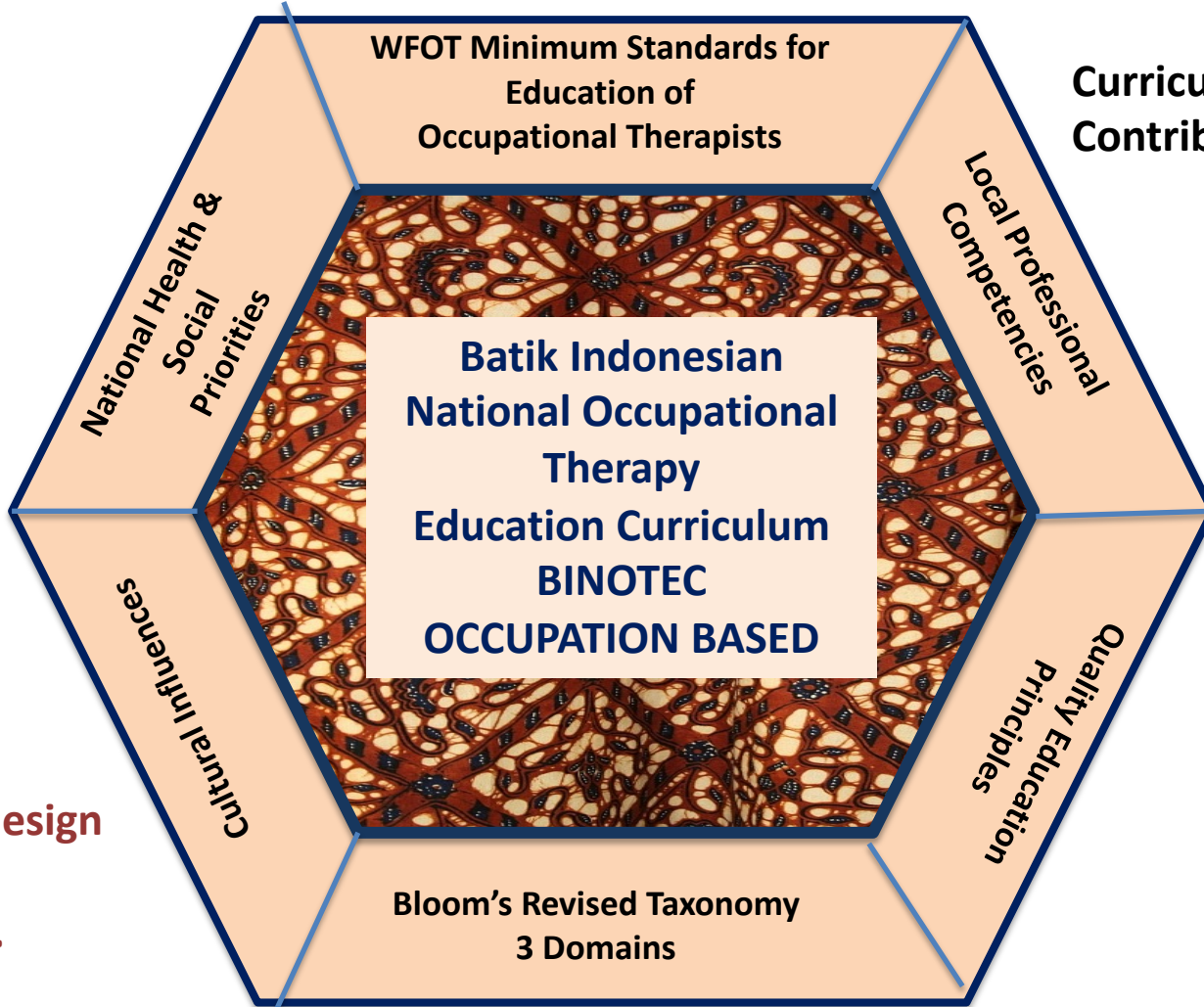


Batik as Narrative Curriculum Logic



- Metaphors organize complex systems and shape identity.
- Batik provides clarity through narrative: meaning emerges through process and layering.
- Occupational therapy is **inherently cultural** — concerned with what people do and why it matters.
- Indonesia has 34 ethnic groups with different religious practices, customs and daily habits

Curriculum Model – Key Contributing Elements



Six Design Constraints function as structural design rules and constraints.

Curriculum Language Reflects the Metaphor

- Curriculum embodies creativity, patience, and cultural competency and sensitivity.
- Meaning emerges through interaction over time.
- OT addresses occupation across multiple diverse contexts.
- Language is a core of cultural expression.

Respecting and understanding diversity in expression is essential for professionals and therapists to provide effective, culturally sensitive engagement and care.

Developmental Construction of Competence

Curriculum core experiences:

- Early: **foundational** knowledge core constructs
- Middle: **layering** of applied reasoning & critical analysis
- Advanced: **holistic** integration and autonomy
- Educational **tools and models** shape emerging professional form-Masterpieces and reflection

“This framework fosters a holistic learning experience tailored to Indonesia's cultural identity ...

a transformative process of professionalization, like turning a simple piece of cloth into a vibrant batik masterpiece.”

Constructivism Within the Metaphor

- Learners actively build knowledge.
- Meaning develops through experience.
- Identity evolves through participation.
- Education is a process of becoming.
- Culture informs all.

“Just as batik-making involves intricate regional and local designs and cultural expression, occupational therapy addresses person-centred human occupation across the developmental continuum and diverse contexts.”

Curriculum Structure - Practice

Seven interconnected themes—

- Occupational Therapy Theory and Practice,
- Lifespan Development,
- Physical Health,
- Mental Health,
- Scholarship/Research,
- OT-Community – The Cultural Collective and
- Fieldwork

Each theme is designed to develop competencies across cognitive, practical, and cultural dimensions in the country's priority service areas (Bloom's domains).

Bloom Reinterpreted Through Batik

- Learning develops across cognitive, psychomotor, and affective domains.
- Vertical development: increasing complexity.
- Horizontal integration: blending across domains.
- Learning deepens vertically and blends horizontally.

“ The creative process of Batik adds subsequent layers to the foundation to form a complete batik pattern; this resembles the fundamental philosophy in Bloom's Taxonomy.”

Cognitive Domain (intellectual skills and knowledge),

- Remember → **Recognizing traditional motifs and design principles**
- Understand → **Interpreting pattern meaning and symbolism**
- Apply → **Planning a batik design using learned techniques**
- Analyze → **Differentiating colour sequences and resist patterns**
- Evaluate → **Judging design balance and cultural appropriateness**
- Create → **Producing an original batik textile**

Affective Domain (attitudes and values),

- Receiving → **Respect for cultural heritage**
- Responding → **Participating in batik tradition**
- Valuing → **Commitment to cultural expression**
- Organization → **Integrating cultural values into practice –occupations**
- Characterization → **Identity shaped by cultural responsibility**

Psychomotor Domain (physical skills and coordination).

- Imitation → **Holding the canting tool correctly**
- Manipulation → **Applying wax with control**
- Precision → **Achieving clean resist lines**
- Articulation → **Coordinating multi-stage dye processes**
- Naturalization → **Fluid, skilled batik production**

Bloom's Taxonomy Explained Through Batik Process

Batik Process ↔ OT Professional

Formation

- Planning → Goals
- Wax → Reasoning
- Dye → Intervention
- Layering → Evaluation
- Collective tradition → Systems practice



**A BINOTEC PROCESS MODEL
in the making**

National Curriculum Realization

- Occupation-based
- Culturally grounded in accepted national identity symbol
- 40% theory / 60% practice
- Competency alignment with national standards
- Clinical competence, leadership, and preparatory research capability
- DIV degree equivalent WFOT Approved January 2026
- Career path development leading to advanced studies S2 & S3

WORKFORCE DEMANDS IDENTIFY 8 NEW PROGRAMS REQUIRED IMMEDIATELY



BINOTEC SUMMARY

Learner-centered Occupation-focused, Culturally grounded

- Aligned with international & national standards
- Responsive to health & social needs
- Evidence-based
- Stabilized by WFOT and Indonesian requirements

“...deeply intertwined with human experience.”

Closing Insight

The Batik Indonesian National Occupational Therapy Educational Curriculum (BINOTEC) demonstrates how a cultural knowledge system can function as a curriculum design logic, producing globally aligned and locally grounded practitioners.

Thank you Terima Kasih

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