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The **61<sup>st</sup>** **TEFLIN**

International  
Conference  
2014

Solo, 7 - 9 October 2014

**PROCEEDINGS**

*English Language Curriculum Development:  
Implications for Innovations in Language Policy and Planning,  
Pedagogical Practices, and Teacher Professional Development*



ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
SEBELAS MARET UNIVERSITY

**BOOK 1**



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## FOREWORD

These proceedings feature 335 papers out of 531 papers presented at the The 61<sup>st</sup> TEFLIN International Conference. Enmeshed in the theme, "*English Language Curriculum Development: Implications for Innovations in Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development*", the papers present different lines of scholarship which address such topics as (1) language policy, (2) language planning, (3) needs analysis, (4) language syllabus and lesson planning, (5) language materials evaluation and development, (6) instructional design and language teaching methodology, (7) instructional media and technology, (8) language classroom management, (9) language testing and assessment, (10) language program evaluation, and (11) teacher professional development. The proceedings are alphabetically organized based on authors' names.

All the papers in these proceedings were not peer-reviewed, but the papers published in these proceedings met the basic requirements set out by the committee. All the papers do not exceed a total of five pages (including tables, figures, and references). In the editing process, the editors extended the maximum page limit up to six pages in order to include more papers.

Neither the Conference Committee nor the Editors are responsible for the content, outlook, opinions, and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers rests with the individual authors.

Finally, we would like to extend our sincere gratitude to all of the paper presenters who have shared their bright and inspiring ideas at the conference, and to the board of reviewers and editors who have worked hard in screening all the submitted abstracts. We do hope that readers enjoy reading the papers in the proceedings and find them enlightening and useful.

Surakarta, 7 October 2014  
The Committee

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The organizing committee of the 61<sup>st</sup> International TEFLIN Conference would like to acknowledge the following colleagues who served as anonymous reviewers for abstract/proposal submissions.

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## STANDARDIZING CORE COMPETENCE IN THE CURRICULUM OF ACADEMIC EDUCATION FOR PROSPECTIVE ENGLISH TEACHERS IN INDONESIA

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**Abstract:** In the competitive era, stipulating standard competence of the university graduates in Indonesia has become the essential one. With the standardized competence, it is expected that equal capabilities will be owned by the university graduates of the same study fields throughout Indonesia. To realize this, the curriculum guide published by the Ministry of Education and Culture, 2012 has given a room for higher education institutions of the same study fields to work collaboratively to formulate core competences of their university graduates. The existing problem at the present time is that each study program tries to stipulate core competencies of its graduates based on its own decision. To overcome this problem, the National Standard of Higher Education has recommended the establishment of association of study program. With the spirit of standardizing the curriculum of academic education for prospective English teachers in Indonesia, it is expected that core competencies will be stipulated by the association of English education study program. If core competences have been developed, the curriculum developers at the level of study program can continue the process by formulating the supporting competences which mirror the vision, mission and uniqueness of each study program.

**Keywords:** *core competence, academic education curriculum, English teachers*

### Introduction

The form of government commitment to improve the quality of teacher in Indonesia is by stipulating teacher's job as profession. Law number 14/2005 on Teacher and Faculty states that teachers are professional educators whose jobs are to educate, teach, guide, direct, train, assess, and evaluate students at the level of early childhood education, primary education, and secondary education. With this law, someone is required to own undergraduate (S-1/D-IV) diploma of education or non-education majors plus professional certificates in order to be a teacher. Permission to conduct profession education for teachers will be given by the government after evaluating the feasibility of the appointed Higher Institutions for Teacher Education (henceforth Lembaga Pendidikan Tenaga Kependidikan/LPTKs).

The government policy on teacher's job as profession affects the existence of LPTKs as the producers of teachers in Indonesia. In the new era, LPTKs serve both as the academic education institution and profession education institutions. As the academic education institution, LPTKs produce S-1 graduates majoring in education, whereas as the profession education institution, LPTKs produce the certified graduates for prospective teachers. On account of this, teacher education institutions need to prepare the supporting facilities to anticipate the new era of teacher education. Preparing the curriculum of academic education and the profession education for teachers may become an important component because curriculum is a blue print and a guide in administering and managing the teacher education programs.

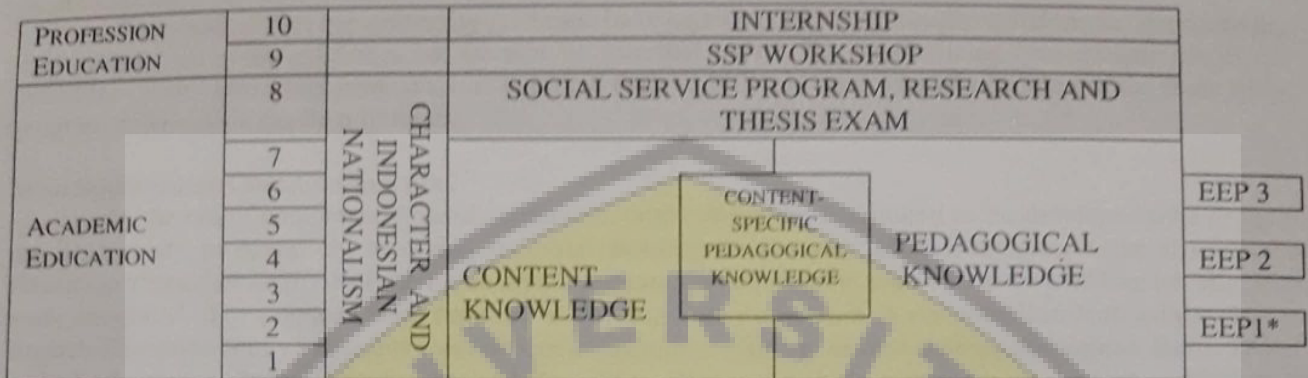
Law number 14/2005 on Teacher and Faculty and the Decree of the Minister of Education and Culture number 73/2013 on the Application Indonesian Qualification Framework in Higher Education require that the curriculum of higher education be reconstructed. It is due to the fact that the curriculum of LPTKs at present was developed based on the competence-based curriculum. In reference to Indonesia Qualification Framework (IQF), the holders of S-1 degree are categorized as level 6, whereas the holders of profession degree are categorized as level 7.

### Teacher Education Curriculum

Professional teacher education is a term used to refer to the whole process of teacher education starting from academic education to profession education for teachers (Directorate General of Higher Education, 2012). Referring to Law number 14/2005 on Teachers and Faculty, the professional teacher education program consists of two phases, i.e. academic education and profession education. Graduates of academic education for teachers are honored with undergraduate (S-1) degree in education, whereas graduates of profession education for teachers are honored with professional certificate.

In line with the characteristics of teacher education, two models of teacher education curriculum are offered, i.e. integrated model and layered model of teacher education curriculum (Universitas Pendidikan Indonesia, 2010; Directorate General of Higher Education, 2012; Kartadinata, 2013). Integrated model of teacher education curriculum (Figure 1) conducts academic education for eight semesters followed by profession

education. For classroom teachers (elementary schools and early childhood education teachers), profession education is conducted in one semester; while for subject teachers of the secondary schools profession education for teachers are conducted in two semesters. Academic education curriculum contains elements of character and Indonesian citizenship, general pedagogical knowledge, content-specific pedagogical knowledge, social service program, research for undergraduate thesis, and final project/thesis examination. To give prospective teachers early exposures in school setting, students are required to conduct field-work program in semester two, four and six. Profession education for classroom teachers contains subject specific pedagogy workshop

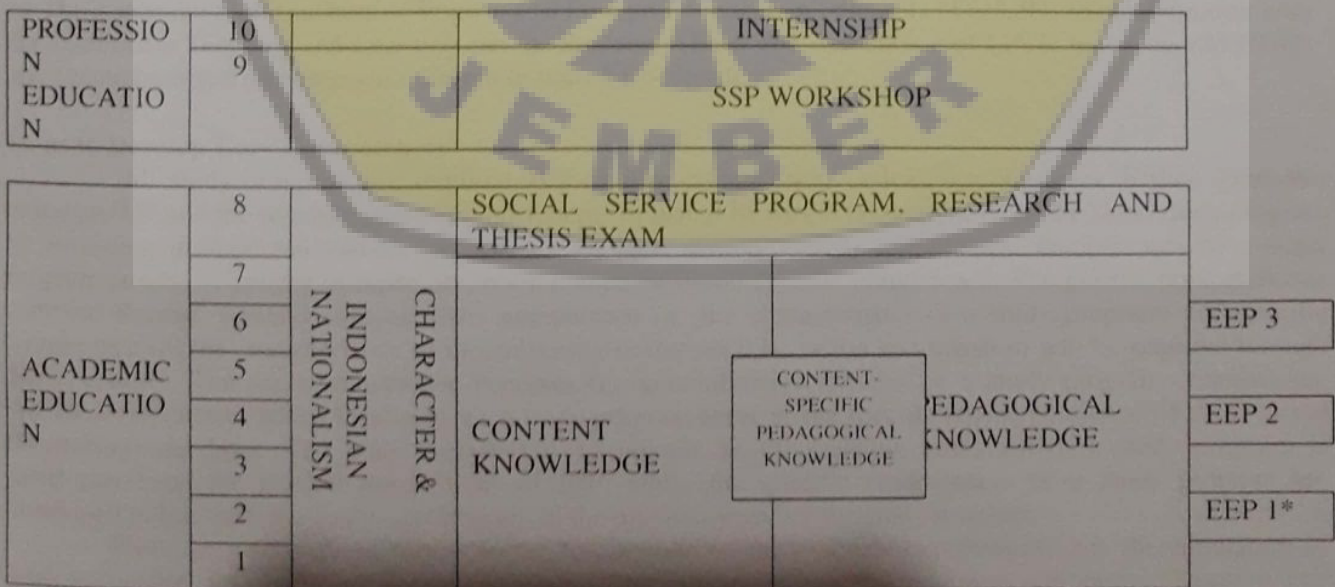


\*EEP : early exposure program

Figure 1: Integrated Model of Teacher Education

and internship is conducted in semester nine. In addition, profession education for subject teachers of the secondary schools will be conducted in semester nine and ten. Subject specific pedagogy workshop is given in semester nine, and internship is conducted in semester ten.

The second model of teacher education curriculum is layered model of teacher education (Figure 2). In this model of curriculum, the academic education (S-1) program is separated from the profession education program. The academic education program takes eight semesters, while profession education program takes two semesters. The contents of academic education curriculum are not different from those of the integrated model of curriculum, consisting of the components of character and Indonesian citizenship, general pedagogical knowledge, content-specific pedagogical knowledge, content knowledge, social service programs, research for undergraduate thesis, and final project/thesis examination. In three semesters, i.e. semester two, four, and six, field-work program for giving students early exposures in school setting is conducted. Profession education for subject teachers is conducted in semester nine and ten. Subject specific pedagogy (SSP) workshop is programmed in semester nine, internship is programmed in semester ten.



\*EEP : Early Exposure Program

Figure 2: Layered Model of Teacher Education

The layered model of teacher education curriculum is offered in response to Law Number 14/2005 on Teacher and Faculty that gives equal opportunities for S-1 graduates majoring in education and non-education to follow profession education for teachers. This model of curriculum gives a consequence in the recruitment system of prospective profession education program. The recruitment system requires tight selection of candidates through entrance test and interview. Especially for candidates from non-education majors, this model of curriculum also requires "matriculation program" before joining profession education program.

## **Standardizing Core Competence in The Academic Curriculum for English Teachers**

To guarantee that our university graduates have equal capabilities throughout Indonesia, standardizing core competence of the graduates has become an essential matter. By standardizing core competence of the graduates of the same study program, it is expected that the different outcomes of education of the same study program in Indonesia can be minimized.

### **Who Standardize Core Competence?**

In the era of competence-based curriculum, core curriculum is required to be developed by a group of the same study programs by involving their stakeholder. In the year 2005 Directorate General of Higher Education (hereafter DGHE) offered a competitive grant on "developing core curriculum of English education study program". The grantees were required to develop core curriculum in collaboration with minimally two English Education Study Programs from different institutions. Having developed core curriculum drafts, DGHE invited all grantees from different parts of Indonesia to discuss and made agreement on the core curriculum of English Education Study Program. The national seminar on core curriculum held in Surabaya from 11-13 April 2006 was attended by delegates from 13 teacher training institutions, among them are delegates from Universitas Negeri Jakarta, Universitas Pendidikan Indonesia, Universitas Jember, Universitas Negeri Surabaya, and IKIP Negeri Singaraja. This seminar produced manuscript of core curriculum of English education study program. Unfortunately, the draft was not refined by EFL curriculum experts and was not disseminated to other English education study programs that were not involved in the core curriculum grant.

Different from the previous era, the development of graduate competences/core competences in the curriculum of academic education is given to the "communication forum or association of the same study program" (Directorate Teaching and Learning and Students Affairs 2012; National Standard of Higher Education, draft 2013). Up to the present time, however, the existence of The Association of English Education Study Program (hereafter AEESP) in Indonesia has not been established yet, so that in an attempt to reconstruct the curriculum of academic education for prospective English teachers, English education study program does not have a reference in terms of the statements of graduates' competence formulated by the association. The establishment of AEESP is an urgent need because at the present time each study program is instructed to reconstruct its curriculum based on the curriculum guide published by the Directorate Teaching and Learning and the Students Affairs. This guide combines the procedures of competence-based curriculum and IQF as the new reference in developing the higher education curriculum. The establishment of AEESP could be initiated by The Association of Teachers of English as a Foreign Language in Indonesia (TEFLIN) in collaboration with the Directorate Teaching and Learning and the Students Affairs, The Association of LPTK Indonesia (ALPTKI) and The Indonesia Communication Forum of State FKIP Leaders.

### **Steps to Develop Core Competences**

All study programs are required to formulate competences or learning outcomes of their graduates based on IQF and the formulations of competences stipulated by forum or association of the same study program by involving professional association and stakeholders (BSNP, 2010). Graduates' competences of a study program consist of generic competence, main competence and specific competence. The generic competence is achieved through General courses; main competence (as the characteristics of a study program) and specific competence (as the characteristics of the university in line with its vision and mission) will be acquired through Skills courses. The main competence becomes the general characteristics of a study program, whereas the specific competences added locally by each study program serve as the specific characteristics of its graduates at the institutional level. The main competence formulated as the learning outcomes of a study program is developed from the general descriptions of IQF, while the specific competences of a study program are developed in line with the vision and mission of the university and/or the study program.

There are two steps to follow in the formulation of the graduate competences, i.e. the stipulation of graduate profiles and the stipulation of graduates' competencies or learning outcomes (Directorate Teaching and Learning and the Students Affairs, 2012).

Profiles mean the roles and functions expected to be played by the graduates of study program in the workplace/society. Profiles originate from the results of tracer study of the alumni, need assessment analysis from stakeholders, scientific vision, and SWOT analysis. Profiles, viewed as the outcome of education of study



program, will provide the prospective students information about the roles played by the graduates having received instructional process. So, profiles may serve as the success indicators of the learning process of the study program (the academic accountability). This can be done by comparing the number of graduates who get jobs in line with the profiles stipulated in the curriculum of the study program.

In stipulating the graduate profiles, the curriculum developers can start by answering the following question: *what kinds of professions can be filled by the graduates of my study program?* The graduates of English Study Program of the Faculty of Teacher Training and Education, for example, may fill the professions of English teacher, lecturer, translator and interpreter, and entrepreneur in English education (Setyono, 2014).

After stipulating the profiles, curriculum developers will determine the kinds of competencies required to be possessed by the graduates of the study program as the output of instructions. This can be achieved by answering the question: "*In order to be a profile....., a graduate must be able to do what.....?*". For obtaining the complete lists of competences, this question has to be repeated for every graduates' profile.

In reference to IQF, undergraduate teacher education is categorized at level 6 in the hierarchy. Therefore, in formulating the graduate competences for students of English education program curriculum developers have to pay attention to descriptions of competences for level 6. In this case, the curriculum developers need to formulate competences that should be owned by students of English education program at the end of their study. The formulations of graduates' competences or the learning outcomes that will be achieved by a study program minimally have to contain four aspects described in IQF, that consist of: (a) the general description of attitudes and values as the characteristics of education in Indonesia; (b) the description of work performance, (c) the description of knowledge mastery, and (d) the description of managerial ability. As a matter of fact, it must be the job of association of English education study program to produce the statements of graduates' competences in the academic curriculum of for prospective English teachers.

The statements of competence required to be achieved by undergraduate students of English education study program should have become the core or main competence of English education program in Indonesia. This is an essential one because it will become a guide for all English education study programs in Indonesia to target their students to achieve the standard. Without the standard of graduate competences, the capabilities of the graduates of the same study program will be in variations, and automatically it will affect the competitiveness of our graduates. In addition, the absence of the statements of the graduate competences formulated by the association makes it difficult for English education study program to formulate detailed learning outcomes as suggested by IQF and the curriculum guide published by the Directorate Teaching and Learning and the Students Affair.

## Conclusions and Suggestions

The external and internal conditions due to the effects of the globalized world will surely threaten the life of Indonesian people in many sectors if the government do not seriously respond to such conditions. One of the essential actions to do is preparing qualified human resources that are expected to be able to respond to the needs of global era in the 21<sup>st</sup> century. Restructuring higher-education curriculum as the blue print in producing the qualified human capital seems to be appropriate decision. An element of curriculum that is crucial to be reviewed and standardized is the graduate competences of the study program to be adjusted with IQF. Graduates' competences of a study program comprise general competence, main competence and specific competence. The general competence constitutes the general characteristics of graduates at the national level; main competence becomes the characteristics of a study program at the national level; while specific competence colors the characteristics of the university in line with its vision and mission. The formulations of graduates' competences have to contain four aspects described in IQF, i.e. (a) the general description of attitudes and values as the characteristics of education in Indonesia; (b) the description of work performance, (c) the description of knowledge mastery, and (d) the description of managerial ability. These formulations will become a guide to develop learning outcomes at the level of study program and should have been formulated by association of study program.

As the Association of English Education Study Program has not yet been established up to the present time, it is suggested that The Association of Teachers of English as a Foreign Language in Indonesia (TEFLIN) initiates the formation of The Association of English Education Study Program in collaboration with the related parties, such as the Directorate Teaching and Learning and Students Affairs, The Association of LPTK Indonesia (ALPTKI) and The Indonesia Communication Forum of State FKIP Leaders. English Education Study Program is also recommended to prepare the curriculum reconstruction to be adjusted with Indonesian Qualification Framework and the new era of professional teacher education curriculum.

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