A Brief View on Teaching Philosophy in the Curriculum Implementation in Universitas Pendidikan Indonesia (UPI)

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Abstract: Universitas Pendidikan Indonesia (UPI) as one of Teacher Education Institutions (TEIs) in Indonesia is having effort to reformulate its curriculum. The formula of redesign of professional education for teachers that was developed by UPI is a response to need for better teacher education. This study focused on philosophy of education in the implementation of curriculum in Study Program at UPI. In curriculum implementation, aspect of philosophy of teaching is very important in the educational institutions. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies. Teaching philosophy of individual lecturer is based on the university and faculty vision and mission, concept, beliefs, and attitudes on teaching, and how they put these into the teaching-learning process. This has implications to classroom management, pedagogy, facilitating and evaluating learning, and curriculum development. This study presents some empirical based data from sampling faculty in UPI, namely FIP (Faculty of Educational Sciences). Instruments used were questioners, interview, focused group discussion, and documentation study. Result shows that the implementation of curriculum and individual teaching philosophies of lecturers are strongly influenced and inspired by institutional teaching philosophy and its vision and mission.

1   INTRODUCTION

In the curriculum view, teacher professional education as initiated by UPI, based on three key assumptions. First, career professional teachers should be understood as a continuous process, lasts longer, and need ongoing coaching. Second, the professional teacher education reform must start from the effort to create coherence in the educational curriculum, both structurally and conceptually in order to obtain teacher education programs more sustainable. Third, curriculum management gives significant influence to the flow and the chain of learning and academic culture for teacher education institutions (Kartadinata et al., 2010; and Wahyudin, 2017).

This study focused on the implementation of teaching philosophy in curriculum development in the Faculty of Educational Sciences. In curriculum perspective, aspect of philosophy of teaching is very important in the educational institutions. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies (Bar-

Yam et al., 2002; and Fry, Ketteridge and Marshall Eds., 2009). In curriculum practices, the philosophy of education leads to the understanding of the philosophical issues in the educational institutions. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies. Every teaching philosophy is based on the faculty's vision, mission, concept, beliefs, and attitudes on teaching, and how they put these into the teaching-learning process. This has implications to classroom management, pedagogy, facilitating and evaluating learning, and curriculum development (Chan, 1997; Fry, Ketteridge and Marshall eds., 2009).

2   LITERATURE REVIEW

As described by UNESCO (2009), it is suggested that philosophy teaching must be supported energetically and insightfully, infused with new manners of teaching, transmitting sand sharing, just as it must also integrate the legacy of the past, without being

imprisoned by it, and take other modes of thought into account, all the while constructing its own identity for today and tomorrow. Teaching philosophy must endorse its full role of stimulating people to the free exercise of thinking – critical, responsible thinking – just as it must contribute to the construction of peace and the promotion of sustainable development. In higher education level, UNESCO again finds interdisciplinary approach that constantly inquires about the connections between philosophical thought and the different forms of cultural expression would be a good means of restoring dynamism to the field of philosophy itself (UNESCO, 2009). The emergence of citizens fully conscious of their role, of their responsibilities and the stakes these represent, is an asset in face of challenges that arise. Nevertheless, requests for teaching philosophies are becoming more and more frequent in the academic market and amongst tenure and promotion committees (Schönwetter, Taylor and Ellis, 2006; Bruff, 2007; Kaplan et al., 2008; and Meizlish and Kaplan, 2008).

In line with that statement, Allison Boye (2015) stated that every teaching starts learning happens (Boye, 2015). It is suggested that approaching this task through metaphor to aid with the process. It also consists of firstly conceptualization of learning. It might consider addressing what learning means to someone or how he/she thinks that someone might also want to address how he/she conceptualize teaching – what does he/she think it means "to teach", and how he/she believes him/her to facilitate the learning process as a "teacher". Secondly, conceptualization of teaching. Perhaps naturally, it should be a unique and personal reflection of the individual. Thirdly, goals for students. Addressing the goals for students is perhaps one of the most important components that can be included in teaching statement. Fourthly, implementation of the philosophy. It includes a description of how one's beliefs about teaching are translated into action. This is another crucial component of the philosophy statement, because without showing your philosophy in action or details of how you translate that philosophy into classroom activities, your statements could be perceived as empty or perfunctory. Lastly, fifthly, evaluation or assessment of goals. It is including a discussion of assessment in teaching statements to help show alignment with goals and teaching methods (Boye, 2015).

Related to teaching philosophy in curriculum perspective, S. Knight and C. Collins (2014) stated that opening teachers' minds to philosophy is the crucial role of teacher education. Teachers' underlying epistemological beliefs and openness to philosophy depends on teachers being disposed to engage in the practices of reason-giving and reason evaluation, being aware of the epistemic value of such practices and, concomitantly, having highly developed reasoning skills (Knight and Collins, 2014). Drawing on evidences and wide-ranging researches from within cognitive psychology, we go on to make a case for change within teacher education programs.

The foundations of curriculum is reflected in the spirit of curriculum management is steady, reliable, systematic, participatory, transparent, and accountable, both in the study of the curriculum as science, curriculum as a system, curriculum as a plan, or the curriculum as a sustainable process (Kalantzis and Cope, 2010). The curriculum can be seen as an instrumental strategic input in educational programs. Peter F. Oliva (1988) and Dinn Wahyudin (2014), confirmed that the curriculum should be an instrument of reconstruction of knowledge systematically developed to control managerial educational institutions; curriculum as that reconstruction of school and university to enable the learners to increase his or her control of knowledge and experience (Oliva, 1988; and Wahyudin, 2014).

However, there should be coherence between curriculum with learning knowledge and experience systematically developed under the auspices of the undertaken at the institution. First, the curriculum rests on purposes or goals of the curriculum – curriculum objectives to be achieved. Likewise, when the curriculum is conceived as the transmission of cultural heritage, the curriculum should serve as a glue instrument for cultural heritage to the younger generation next. Second, the curriculum which is based on a point of view based on the context of the curriculum used. Meaning of curriculum which is based on the viewpoint of context, for specialist curriculum wing essentialism is seen as the transmission of cultural heritage by teaching the younger generation for the preparation of a better life in the future. Third, the curriculum is based at strategic vantage points on the chosen curriculum development. The development also can't be separated from the processes, which have better teaching strategies, teaching techniques used (Oliva, 1988; Stobie, 2013).

That's the other side of view of the curriculum as a process. Likewise, the experts who looked at the curriculum as a way of learning through learning individually programmed, basically this definition is also based on the rules of the development strategy of the curriculum used (Fry, Ketteridge and Marshall eds., 2009; and Zuljan and Vogrinc eds., 2010). In

this context, Peter F. Oliva (1988) and Dinn Wahyudin (2014) again refer to it as the curriculum as individualized learning and the curriculum as programmed instruction are in reality specifications of systems by which the learners encounter curricular content through the process of instruction. On this understanding, the curriculum experts refer to the curriculum as a process. (Oliva, 1988; and Wahyudin, 2014).

In this case, teacher education institution's teaching philosophy may be explored in two levels: through artificial philosophy; and through its organic philosophy. In recognition to this statement, the study explores both of these levels. First, it is observed from the implementation of curriculum from the perspective of teaching philosophy among faculty members in the Faculty of Education Science. Second, it is seen from lecturers' actual understanding of their institutional teaching philosophy as reflected in their actual planning, instructional approaches and methods.

3 METHODS

This study uses the descriptive method of research. Descriptive studies are usually the best methods of collecting information that will describe the world as it is and demonstrate relationships among these units of information. Descriptive studies can answer questions such as "what is" or "what was" The study is also uses a mixed-methods research. (Bickman and Rog, 1998,: Ali, 1993; Ali, 2011; and Attride-Stirling, 2001). Moreover, the study is a mixed-methods research. Specifically, as to qualitative methods, content analysis, interviews, and FGD (Focus Group Discussion) among lecturers in the Faculty of Educational Sciences as faculty sampling. The content analysis method will be employed to be analysed from documents the teaching philosophy of the sampling faculty. Interviews of faculty management are conducted.

4 RESULTS AND DISCUSSION

Professional education for teachers that served by UPI is based on the philosophical beliefs that being professional teachers is a sustained process with referenced to standardized norms and continued performance assessment. Professional education for teachers becomes a necessity in pre-service teacher education as served by UPI, which includes academic

education program and profession education program. The process of academic and profession education program giving rise to the improvement of pedagogic knowledge and skills includes three main activities: (a) transfer of teaching experience in authentic setting; (b) integration of teaching theories and practices about learning to teach in the context of practice and practice, and(c) collaboration in professional communities, especially with primary and secondary school communities.

UPI program is basically based on the philosophical beliefs that the objective to achieve through education is the ways in which learners cultivate their potentials. In this way, university teaching philosophy is based on the beliefs that UPI students as prospective teachers should be facilitated and guided in such a way that their learning knowledge and skills were developed through learning by doing, doing, and reflecting. In this case, teaching learning process in UPI is based on the activity to humanize individuals in engaging in civilization and to the politically integrate into for productive and constructive reasons.

Professional education for teachers served by UPI is also based on the philosophical beliefs that teaching learning process in UPI which emphasize content based and content specific pedagogy to prepare pre-service teachers to teach in multicultural contexts of learners including country sides or remote areas in the country. The entire program is prepared to support teachers in being able to reflect on their learning, collaboration with other teachers to seek the solution of the problems in learning.

The mission of UPI has been determined as follows: 1) running educational programs to prepare professional teachers and other educational professions with highly global competitiveness, 2) developing with innovations theories of education and other disciplines and its implementation to be the base of stating national policy in education, 3) giving services to communities in professional ways in terms of helping solve existing problems in a national scope either in the field of education or other fields such as politics, economy, social related matters and cultures, and 4) generating internationalization of education through the development and networking and, partnership at national, regional and international levels.

The following data shows aspects of redesigning curriculum viewed by faculty members in the Faculty of Education Sciences in UPI concerning with the aspects of Redesign of Curriculum. There are nine aspects related to the redesign of new curriculum in UPI. They are: foundations and principles re-design

of curriculum; curriculum components; delivery system and implementation; evaluation and curriculum implementation; curriculum management; providing facilities; human resources mapping; collaboration and coordination; and professional development services. See also the table 1.

Table 1: View of faculty members in implementing curriculum at the UPI.

No	Aspects	Score	Ideal Score	Percentage
1	Foundations and principles re-design of curriculum	1279	1554	82.30
2	Curriculum components	749	940	79.68
3	Delivery system and implementation	1255	1642	76.43
4	Evaluation and curriculum implementation	361	470	76.81
5	Curriculum management	330	495	66.66
6	Providing facilities	355	495	71.71
7	Human resources mapping	332	470	70.64
8	Collaboration and coordination	687	940	73.09
9	Professional development services	151	256	58.98

Table 1 shows respondents' answers on several aspects in implementing curriculum in terms of nine aspects to be viewed. Two aspects have got highest scores. They are foundation and principles of redesign of new curriculum gets score 1279 (82.30%) and curriculum components gets score 749 (79.68%). It means that the aspects mentioned have relatively understood and be familiar by respondents. While, the lowest scores are curriculum management (66.66%) and professional development services (58.98%). It means that aspect of curriculum management need to be well managed, organized, and supervised by management in the level departments as well as faculty. At the same things, aspects of professional development supports (58.98%) need to be more intensively conducted and continuously done.

The following is incorporating the teaching philosophy in curriculum planning, implementation,

assessment, from the point of view of lecturers in the Faculty of Education Science in UPI. The data is based on focused group discussion with respondents, related documents that available in the Faculty of Educational Sciences in UPI.

First, the Application of Teaching Philosophy in Curriculum Planning. For FIP (Faculty of Education Sciences), based on Focused Group Discussion with lecturers, some points concerning with the understanding of teaching philosophy among lecturers and head of departments are as follows: Related to the educational philosophy adopted by UPI, most lecturers and head of departments believe that basically the university teaching philosophy makes students be religious persons, well educated, with broader knowledge and understanding of the content knowledge as well as pedagogical content knowledge. It is believed that educational philosophy is the spirit of the implementation of education in every faculty, department, and study program. Through educational philosophy of "a leading and outstanding university", all lecturers and university communities can then align learning undertaken by faculty and students to fit the vision and mission of the institution, which is to educate prospective professional teachers.

The vision and missions of UPI have been implemented by all lecturers in the dimension of Tri Dharma PT (three devotions of higher education services in Indonesia), namely: conducting education, research, and community services. In relation with the university teaching philosophy, it means that religious values and cultural core values, and ethical values are very important and become the basic of teaching at UPI. However, academic and professional competencies shall be underlined as a very important factor to lead all students to become professional teachers of the future. All participants during FGD agree that profession in education for future teachers as served by UPI is based on the philosophical beliefs that students as prospective teachers should be facilitated and guided in such a way that their learning knowledge and skills were developed through learning by doing, implementing, and reflecting during teaching learning process in the campus as well as out of the campus. In addition, all participants have discussed that professional education for teachers that served by UPI should be based on the philosophical belief that being professional teachers need sustained process with referenced to standardized norms and continued performance assessment. The process of academic and profession education program shall be translated by all lecturers in order to rise pedagogic knowledge and skills

including the three main activities such as transfer of teaching experience in authentic setting, integration of teaching theories and practices, and collaboration among stakeholders.

Second, the Application of Teaching Philosophies in Curriculum Implementation. For FIP (Faculty of Educational Sciences) in UPI, based on focused group discussion with lecturers, some points concerning with the teaching methods and strategies that is incorporated in the institution's teaching philosophy are as follows: Based on the discussion, methods and learning strategies frequently used are: expository, project-based, inquiry, and discussion that fits with the objectives to be achieved, the material to be taught, and the needs of learners as prospective teachers. They agree that suitable teaching methods should depend on competencies and should be achieved, character of learning materials, and the character of students. Some lecturers frequently practice by modeling and learning on the example, and self or individual study.

In general, the methods used include expository approach in the form of varied lectures and question-answer and discussion among students. In addition, inquiry and problem solving methods are frequently used by lecturers. While the frequent strategies are: discussion, questioning, questing, and brainstorming. As it has been mentioned that the process of academic and profession education program gives rise to the improvement of pedagogic knowledge and skills, transfer of teaching experience in authentic setting, and integration of teaching theories and practices. So, the methods and strategies are often teaching practice, observation, and academic activities that is based on authentic setting.

Third, the Application of Teaching Philosophies in Assessment. Based on the FGD (Focused Group Discussion), most of the teacher education faculty members revealed that they always incorporate their institution's teaching philosophy in their assessment and evaluation with mean of 3.5200. Based on FGD with lecturers, some points concerning with the assessment and evaluation are as follows: In general, professional student teacher education competency evaluation includes structured observation, dispositional evaluation, mid examination, and final test or examination. The components of mid and final examination consists of written test, performance test, personal and character test, and portfolio examination. The written test is conducted under the administration of Faculty and Department or Study Program. The written test consists of subject matter and subject specific pedagogy. Performance test is conducted by Department and Study Program and

Partner Schools (if the students are conducting a teaching practice). Some lecturers also conduct social and personal character test that is aimed at revealing various aspects which are relevant to students' personal and social skills.

Table 2: Faculty of educational sciences' statistics.

		Incorporating the teaching philosophy in curriculum planning	Incorporating the teaching philosophy in curriculum implementation	Apply the teaching philosophy in assessment
N	Valid	70	70	70
	Missing	0	0	0
Mean		3.5714	3.4	3.5714
Std. Error of Mean		0.0803	0.07722	0.07768
Median		4.0000	3.0000	4.0000
Std. Deviation		0.67182	0.64606	0.64989
Variance		0.451	0.417	0.422
Range		2.00	2.00	2.00
Minimum		2.00	2.00	2.00
Maximum		4.00	4.00	4.00

The table 2 shows about faculty of educational sciences' statistics. And table 3 shows respondents' answers on the implementation of teaching philosophy in their instructional planning.

Table 3: The implementation of teaching philosophy in curriculum planning.

		Freque ncy	Percent	Valid Percent	Cumula tive Percent
Valid	Never	1	1.4	1.4	1.4
	Rarely	6	8.6	8.6	10.0
	Frequently	16	22.9	22.9	32.9
	Always	47	67.1	67.1	100.0
	Total	70	100.0	100.0	-

Table 3 shows respondents' answers on incorporating teaching philosophy in their instructional planning. More than a half (67%) of the respondents answer always. Less than half (22.9%) of the respondents answer frequently; and a small number (8.6% and 1.4%) of the respondents answer rarely or never.

Table 4: The incorporation of teaching philosophy in curriculum implementation.

		Freque ncy	Percent	Valid Percent	Cumula tive Percent
Valid	Never	1	1.4	1.4	1.4
	Rarely	5	7.1	7.1	8.6
	Frequently	30	42.9	42.9	51.4
	Always	34	48.6	48.6	100.0
	Total	70	100.0	100.0	-

Table 4 shows that the respondents' answer to the questions on incorporating the institution's teaching

philosophy in teaching through the teaching methods and strategies used. Less than a half (48.6%) of the respondents answer always. Less than half (42.9%) of the respondents answer frequently; and a small number (7.1% and 1.4%) of two groups of respondents answer rarely and never respectively.

Table 5: The application teaching philosophy in assessment.

		Freque ncy	Percent	Valid Percent	Cumula tive Percent
Valid	Never	1	1.4	1.4	1.4
	Rarely	5	7.1	7.1	8.6
	Frequently	18	25.7	25.7	34.3
	Always	46	65.7	65.7	100.0
	Total	70	100.0	100.0	-

Table 5 shows the respondents' answers to the questions about applying the institution's teaching philosophy in assessing and evaluating my students' learning. More than half (65.7%) of the respondents answer always. Less than a half others (25.7%) answer frequently; and 2 other small groups of the respondents (7.1% and 1.4%) answer rarely and never respectively.

Fourth, Commonalities of Teaching Philosophies. Based on data be described commonalities analyses, it can of teaching philosophies among faculty members in the Faculty of Educational Sciences.

Commonalities: teaching philosophies are anchored on academic, scientific, and religious aspects: (1) to be an education program, research, and community services; (2) preparing professionals with highly global competitiveness, innovations, professional services to communities; and (3) transfer of teaching experience in authentic setting, world class university with a leading and outstanding university in educational science through earlier exposure, and cross fertilization, in the context for the World Class University, academic atmosphere, competitiveness, innovation, and religious aspect.

5 CONCLUSIONS

In curriculum perspective, aspect of philosophy of teaching is very important in the educational institutions. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies. In curriculum practices, the philosophy of education leads to the understanding of the philosophical issues in the educational institutions.

The university's teaching philosophy has been well understood by faculty members, especially

sampled faculties under this study. Impacts take place in the form of various fruitful discussions during class sessions and bring with them some opportunities to the learners to be inspired and thus triggered to broaden their horizons their own ways. The lectures in the faculty see to it that elements of imperative points as core contents of the teaching philosophy are, to a large extent, worth implementing. As a matter of fact, most lecturers are eager to be parts of institution in producing very promising qualified future teachers, but they still need continuous guidance.

Different views of the essential elements as contained in the teaching philosophy as the lecturers understand them provide spaces for other possible ways of implementing the elements even more penetrating in sense: responsiveness, thoughtfulness, and explorableness. Indicators of putting the core values of the teaching philosophy into practice prove to be evident in that the future teachers' behavior fits in quite qualifiedly with personal beliefs in teaching.

In the Faculty of Educational Sciences, teaching philosophies are anchored on academic, scientific, and religious aspects such as to be a world class university with a leading and outstanding university in educational science through education program, research, and community services; to be preparing professionals with highly global competitiveness, innovations, professional services to communities; and transferring of teaching experience in authentic setting; earlier exposure, and cross fertilization. But in implementing curriculum, aspect of curriculum management to be well managed, organized, and supervised by management in the level departments as well as faculty. At the same things, aspects of professional development for academic staffs need to be more intensively conducted and continuously done.

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