

# **Running Head: THE IMPACT OF MPBI PROGRAM ON THE ALUMNI'S CAREER ADVANCEMENT**

## **Chapter I**

### **Introduction**

#### **Background of the Study**

The world has changed in this 21<sup>st</sup> century as the development of technology, the problems, and the challenges of the 21<sup>st</sup> century have influenced the way people live.

Information technology, for example, has created a new way of interactions among people that they can connect to one another easily not only in the local but also in the global context.

Global warming, new diseases, and poverty have become main problems people should face. Solving those problems is one of the 21<sup>st</sup> century challenges (Trilling & Fadel, 2009, p. 40).

People need new skills to cope with the changes and the challenges of the 21<sup>st</sup> century, and at this point educational institutions play a significant role due to a fact that institutional educations are the places where students prepare themselves for their lives in the future. Responding to the changes and the challenges of the 21<sup>st</sup> century, institutional educations should

also change because “the roles of learning and education have also changed” (Trilling & Fadel, p. xxiii).

Teachers as agents of change in the world of education should also adapt to the changes and the challenges of the 21<sup>st</sup> century. Teachers are required to go to higher education for teaching skill advancement and equipping themselves with the 21<sup>st</sup> century skills to cope with the changes and the challenges. They are expected to be able to develop their competencies before helping their students related to the changes and challenges of the 21<sup>st</sup> century so that the students are able to survive and to “contribute to the world of work and civic life” (Trilling & Fadel, p. 40).

Widya Mandala Catholic University Surabaya, established in 1960, launched Faculty of Education as its first faculty in the same year and launched the Department of English and Literature in 1962. In 2000, after 40 years contributing to the world of higher education in Indonesia, Widya Mandala Catholic University Surabaya launched Masters in English Education Program (MPBI) which aims at preparing qualified individuals to develop their understanding in English language teaching theories and practices. Graduates of MPBI Program

are expected to be competent English education practitioners at any level of education, education leaders, education entrepreneurs, as well as education consultants. As in-service teachers training institution which has developed 21 batches until 2015 MPBI of Widya Mandala Catholic University Surabaya also has to adapt to the change and the challenges of the 21<sup>st</sup> century. MPBI of Widya Mandala Catholic University Surabaya has to design a curriculum which aims not only to advance the in-service teachers' teaching skill but also to give them capability to step up the ladder of career advancement so that they can contribute more to their students and society. As argued by Freeman (2009, p. 14-17), the scope, which includes the activity, subject, or topic, of education for second language teacher should involve not only knowledge and skill but also professional career advancement.

Therefore, the curriculum should ideally consist of three elements which are academic of classroom competencies, pedagogical competencies, and the 21<sup>st</sup> century skills. Jourdenais (2009, p. 652) argued that curriculum of language teacher education should involve the mastery of the language, the understanding of how the language works, and the capacity

to enable the learners to acquire the language. Bartels suggested that knowledge about language is an important element in education of second language teacher's curriculum (2009, p. 125), and the knowledge about language should be related to the variety of research fields e. g. cognitive psychology, language acquisition, and language learning (2009, p. 130). Language teacher education's curriculum should also be related to L2 teaching practice to make the teaching knowledge becomes contextual (Johnson, 2009, p. 26). In addition, Burns and Richards (2009, p. 3) suggested that pedagogical competencies which deal to the capacity to transform the content knowledge into accessible and learnable forms or *how to teach* be important elements in the curriculum. According to Shrestha (2008, p.3-5), pedagogical competencies cover 4 skills. Those are lesson preparation skill, classroom management, lesson presentation skill, and lesson evaluation skill. As a response to the 21<sup>st</sup> century challenges, National Institute of Education (NIE), Singapore, designed a Teacher Education Model for the 21<sup>st</sup> Century whose utmost goal is developing 21<sup>st</sup> century teachers that the teachers will be able to teach 21<sup>st</sup> century learners. The curriculum of the model consists of content knowledge, pedagogical skills, and

communication skills which are related to psychology, philosophy, and sociology of education (NIE, p. 34). Related to the 21<sup>st</sup> century, according to the NIE's model, the main aspects of development for the teachers are 21<sup>st</sup> century literacies, 21<sup>st</sup> century learning environment, and 21<sup>st</sup> century curriculum and instruction whilst the 21<sup>st</sup> century skills set for the students are learning and innovation skills, knowledge, information, media and technology literacy skills, life skills, and citizenship skills (NIE, p. 30). Ideally, in-service teachers also master 21<sup>st</sup> century skills that they will be able to help the students developing the 21<sup>st</sup> century skills more effectively. Thus, it is expected that when in-service teachers have capability to link and apply the academic of classroom competencies, pedagogical competencies, and 21<sup>st</sup> century skills along with the context of their teaching environment they will be better English teachers and may have a certain position in their work place like heads of department/ school, education administrators, work as education consultant or as education entrepreneurs.

Language teacher education such as MPBI of Widya Mandala Catholic University is assumed to give positive

impacts on its in-service teachers' mastery in term of academic of classroom competencies, pedagogical competencies, and the 21<sup>st</sup> century skills which, directly or indirectly, also contribute to their career advancement since participating in a professional development program like MPBI requires not only extra budget but also time and energy. It means that we have to provide an extra cost, manage our time carefully since we also work in our daily life, and be ready to deal with extra thinking in the classroom, in doing the homework, and in attending certain activities as well—we have to be physically fit.

Therefore, it is important that a program like MPBI is designed to make sure that its students really get benefit after participating in the program. The benefit should ideally be in the advancement in the knowledge and skills as stated in the goals of the program which is normally followed by the increased-salary or/ and career advancement. However, a study which proves the assumption that MPBI Program contributes to the alumni's career advancement is yet to conduct. As stated by Hargreaves and Fullan (2012, p. 83-84), in-service courses of an education program are often organized more around what the professors want to teach instead of what students need to learn. The courses provided are often mismatch the gap

between theory and practice. When the teachers are back to the schools, they find that the theory they have learnt does not fit into the realities of their jobs. F. Tondoprasetyo (2014), based on her findings in her study on how the students of MPBI Program Widya Mandala Catholic University Surabaya master pedagogical competencies, suggests that a study on how the curriculum of MPBI Program affect the life of its alumni be conducted. Kirkpatrick and Kirkpatrick (2008, p. 17) argue that it is important to evaluate a program to get to know whether the program has already met its goal. The evaluation should be conducted not only when the program is in progress but more importantly when the program is over and the participants of the program really get beneficial effects from the program when they are back to work.

This study attempted to investigate whether the program of MPBI really contributes in increasing the alumni's pedagogical competencies and the 21<sup>st</sup> century skills advancement. Furthermore, this study explored how MPBI Program contributes to the alumni's career advancement.

### **Research Question**

This study was conducted to answer the following questions:

1. How did MPBI Program contribute to the alumni's career advancement?
  - a. How did the prescribed curriculum experienced during their study contribute to the alumni's career advancement?
  - b. How did the enacted curriculum experienced during their study contribute to the alumni's career advancement?
  - c. How did human entities experienced during their study contribute to the alumni's career advancement?
  - d. How did non-human entities experienced during their study contribute to the alumni's career advancement?
2. To what extent did MPBI Program contribute to the alumni's career advancement?



### **Scope and Delimitation**

This study is a descriptive case study of 6 alumni of MPBI Program. They graduated within the years 2010 to 2018. The researcher investigated whether the alumni's pedagogical competencies, 21st Century skills, and career increase after their participation in MPBI Program. MPBI Program in this study involves the prescribed and enacted curriculum and human and non-human entities of the program. Using Actor-Network-Theory, the prescribed and enacted curriculum and human and non-human entities of MPBI Program were examined to specifically understand the role of the curriculum and the entities (as actors or actants) on the alumni's career advancement. The courses of MPBI represent the prescribe curriculum and the teaching learning activities represent the enacted curriculum of MPBI. The teaching learning activities involve the way the lecturers deliver lectures and give homework, interaction with lecturers during teaching learning activities inside the classroom, interaction with lecturers outside the classroom, interaction with classmates during teaching learning activities inside the classroom, and interaction with classmates outside the classroom. The human

entities of MPBI include the lecturers, classmates, Head of MPBI, Director of MPBI, and the staffs of the Graduate School. The non-human entities of MPBI include the library, internet connection, website of MPBI, textbooks, journals, theses, classroom setting and location, furniture, teaching media (LCD, whiteboard), and brand of MPBI. The information from questionnaires and interviews were the basis data to describe whether the pedagogical competencies, the 21st Century skills, and career of the alumni increase after their participation in MPBI. The questionnaires and interviews were the basis data to investigate which and how the courses, and teaching learning activities and the human and non-human entities of MPBI Program contribute to the pedagogical competencies, the 21st Century skills, and career advancement of the alumni of MPBI.

This study was intended to provide in-depth understanding on how MPBI Program contributes to the alumni's career advancement. It was expected that a network could be drawn to show the position of MPBI Program in their career advancement more precisely, to get to know whether the program really contributes to the alumni's career advancement.

This study was not intended to be superior answer or explanation on similar cases of all MPBI students or other similar departments since there are many possible factors and conditions related with other theories instead of Actor-Network-Theory.

### **Theoretical Framework**

Actor-Network Theory underlies the study as a grand theory to map and analyze the relationship among factors related to MPBI Program and the alumni of MPBI regarding their career advancement in their work. As the Actor-Network Theory provides more holistic understanding on how several factors, involving human and non-human entities, relate and influence each other through a network (Fenwick & Edwards, 2012, p. x), it is expected that the prescribed and enacted curriculum and the human and non-human entities of MPBI which contribute to the alumni's career advancement could be described.

Kirkpatrick's *Evaluating Training Program*, especially Level 3 and Level 4 evaluations also underlies the study.

Kirkpatrick's Level 3 evaluation is intended to measure the extent the behavior is really changed because the participants attended a program. To be more specific, the following question may be proposed regarding Level 3 evaluation: what change in job behavior occurred because people attending a program? Kirkpatrick Level 4 evaluation is intended to measure results. It is to investigate whether the participants of a program really get intended results or goals of the program. The results may include increased production, improve quality, decreased cost, and so on. As for MPBI Program, Kirkpatrick's Level 3 and evaluations were used to analyze the extent MPBI Program contributes in increasing the alumni's pedagogical competencies and 21<sup>st</sup> century skills mastery and in improving their career as well by investigating how they implement their acquired pedagogical competencies and 21<sup>st</sup> century skills in their work and to determine whether the MPBI Program has had expected result regarding the aims of MPBI Program.

### **Definition of Key Terms**

**Actor-Network Theory:** It is a theory which describes and draws a network to show what happens when human and non-human entities correlate and interact one another.

**Human Entity:** It is an entity in the form of human which creates or involves in a network. In education, human entity can be a lecturer, a teacher, a student, an office staff, a clerk, a head of department, a supervisor, parents, etc.

**Non-human Entity:** It is an entity in the non-human form, tangible or intangible, which creates or involves in a network. In education, non-human entity can be a program, a curriculum, a course, a teaching activity/ learning activity, a building, a classroom, a teaching

schedule, a text book, a library, a brand, etc.

**Career Advancement:** Refers to the job/ position of the subjects in which they have better job/ position compared to their previous job or position before their participation in MPBI Program, or have structural position in their work place, e. g. heads of department, school leaders, academic coordinators, etc.

**The 21<sup>st</sup> century skill:** Three sets of skills most in demand in the 21<sup>st</sup> century: learning and innovation skill; information, media, and technology skills; and life and career skills.

**Educational Program:** Refers to a set of measurable activities in education which involves educators, students, curriculum, and other personels and

infrastructures needed to achieve certain goals.

**Curriculum:** Prescriptive and descriptive plan used in teaching and learning processes which function as guidance and framework that the goals of teaching learning activities are achieved.

**Program Evaluation:** Refers to set of tools to evaluate the effectiveness of a program developed by Donald and James Kirkpatrick. There are 4 levels of evaluation in which each level measures reaction, learning, behavior, and results of a program.

### **Significance of the Study**

This study is important to provide more specific data which can be used to evaluate the quality of MPBI Program,

especially regarding the prescribed and enacted curriculum and human and non-human entities of the program. Theoretically, this study gives an insight in curriculum development and gives an insight on how teaching learning practices be developed and delivered practically. Generally, the study might be a useful insight for ELT parctices and curriculum development.