

THE IMPACT OF MPBI PROGRAM ON THE ALUMNI'S CAREER ADVANCEMENT

Chapter V

Conclusion

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 21st 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. 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 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.

Using Kirkpatrick level 3 and 4 evaluation, this study investigated whether MPBI Program contributes to its alumni's career advancement. The study investigated the mastery of pedagogical competencies and the 21st Century skills of its alumni after their participation in MPBI. This way, the extent the competencies and skills applicable to their work and therefore contributes to their career advancement were described. Using Actor-Network-Theory, the study examined the interaction among prescribed and enacted curriculum and human and non-human entities of MPBI. The synthesis of the prescribed curriculum used in this study involves the courses and supportive program of MPBI whilst the synthesis of the enacted curriculum involves the teaching learning activities in MPBI.

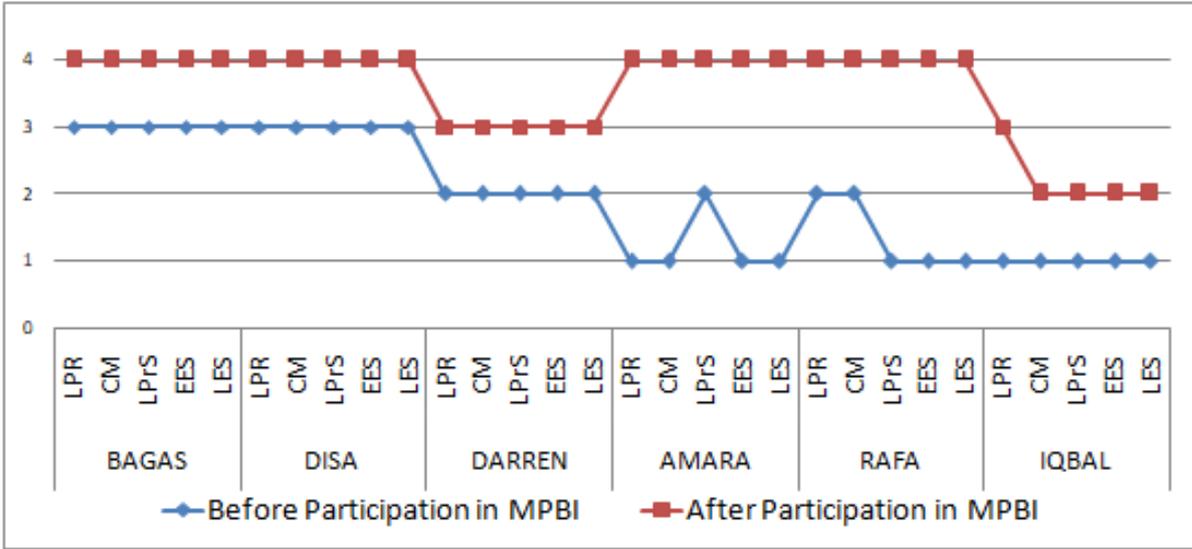


Chart 5a
The Quality of Pedagogical Competencies

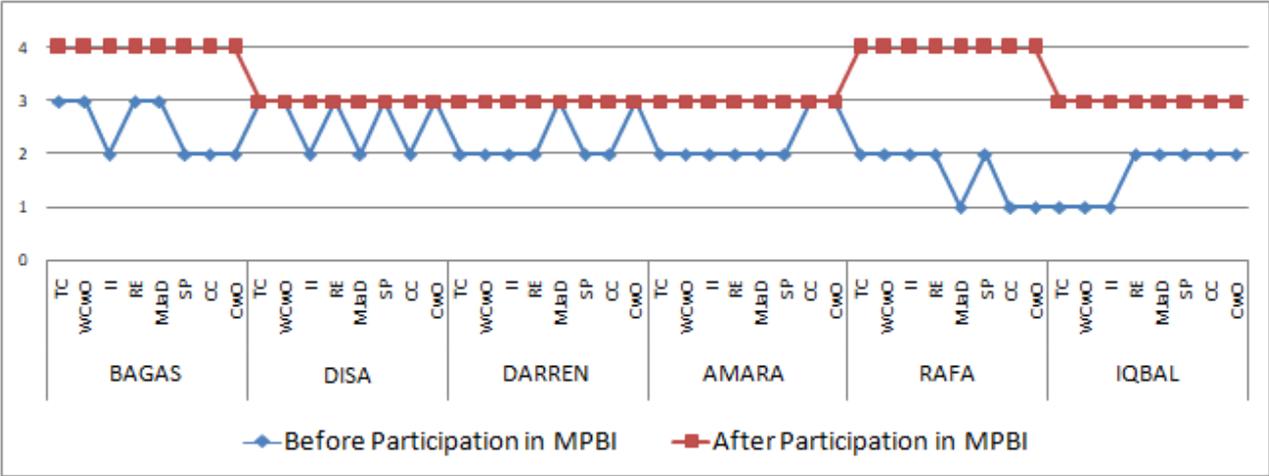


Chart 5b

The Quality of Learning and Innovation Skills

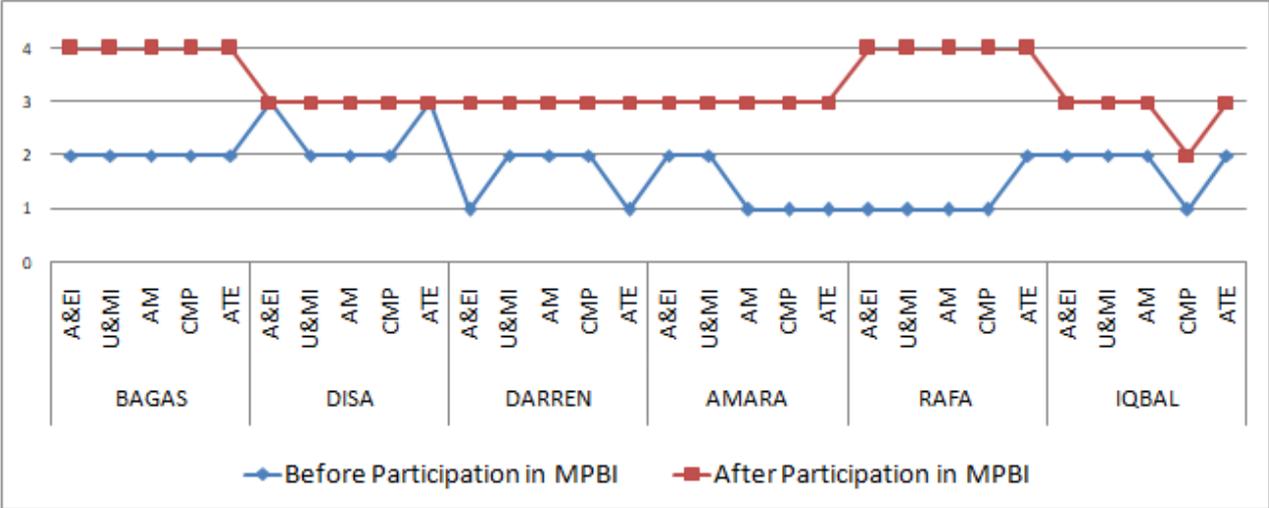


Chart 5c
The Quality of Information, Media, and Technology Skills

The results of the study were as follows. Firstly, the pedagogical competencies and the 21st Century skills of all participants mostly improve after their participation in MPBI (see Chart 5a, 5b, 5c). The extent they apply the competencies and skills also improves as well. Secondly, the improvement affect their career advancement. They have better job or get promotion because of that. Rafa was an extracurricular teacher in a Madrasah and Iqbal was a contract teacher in a senior high school before his participation in MPBI Program. Rafa is now a lecturer in a higher education institution and Iqbal becomes full-timer teacher at his school. Bagas was an English subject coordinator in elementary departement before the participation and becomes an English subject coordinator in junior high departement after the participation. Disa was a subject teacher and teacher trainer before the participation and now, after the participation, she is an internal training coordinator at her school. Darren was an English school teacher and Amara was a lecturer before the participation. Darren is now the Head of English Education Study Program in a higher education institution and Amara is the Vice Head of a higher education institution for Academic Affairs. The findings meet Kirkpatrick's Level 3 and 4 Evaluation. Not only do the participants improve the quality and the application of their

pedagogical competences and 21st Century skills, they also have better job or chair structural position in their work. More importantly, the findings also show that they are able to contribute more to their work.

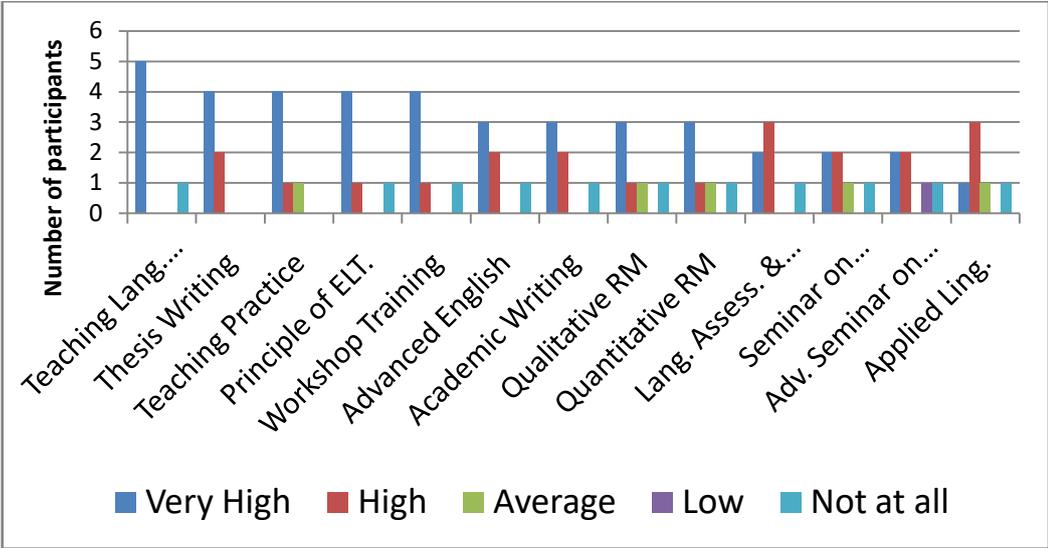


Chart 5.1

The Contribution of the Courses

Regarding Actor-Network-Theory, the courses that mostly contribute to the improvement of their competencies and skills which lead to their career advancement are Teaching Language Skills, Thesis Writing, Teaching Practice, Principle of ELT, Workshop Training, Advanced English, Academic Writing, Qualitatif and Quantitative Research Methodology. The course that contributes the least to their career advancement is Applied Linguistic (see Chart 5.1).

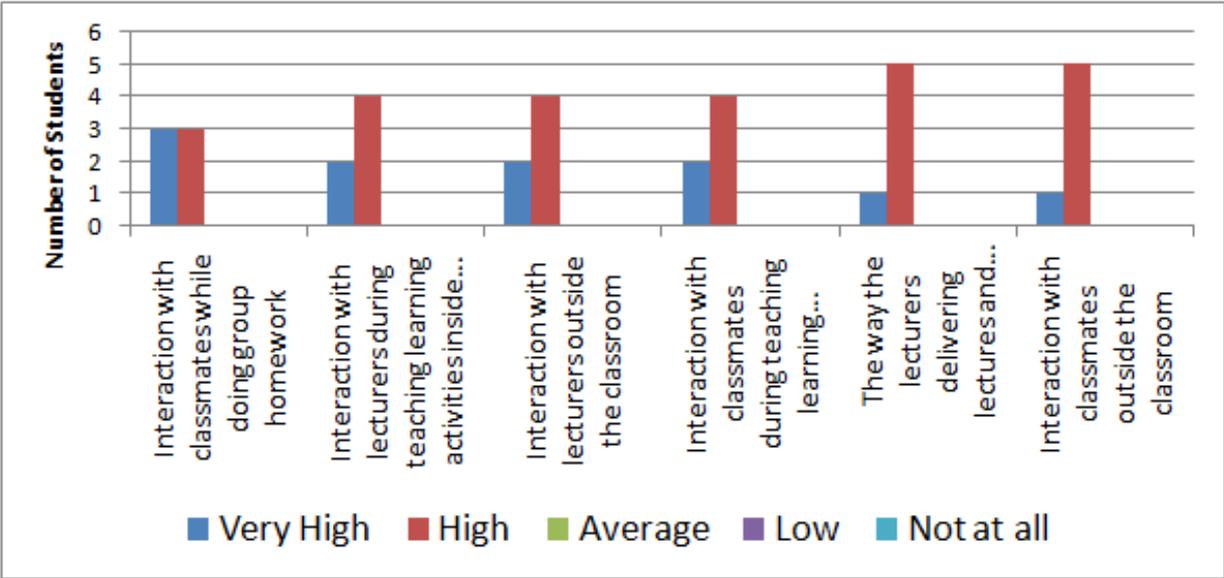


Chart 5.2

The Contribution of the Teaching Learning Activities

As shown in Chart 5.2, the teaching learning activities that contribute the most to the participants' career advancement are the way the lectures deliver lectures and giving homework and interaction with classmates outside the classroom. This study finds that interaction with classmates outside the classroom provides a situation in which the participants support one another when they get difficulties regarding their study. Another finding of the study reveals that the lecturers who made more personal interaction with the students promoted certain values like caring, supportive, helpful, and commitment that significantly affect their personality and attitude in their work. They apply the values in their daily working and they are recognized by the others because of those values.

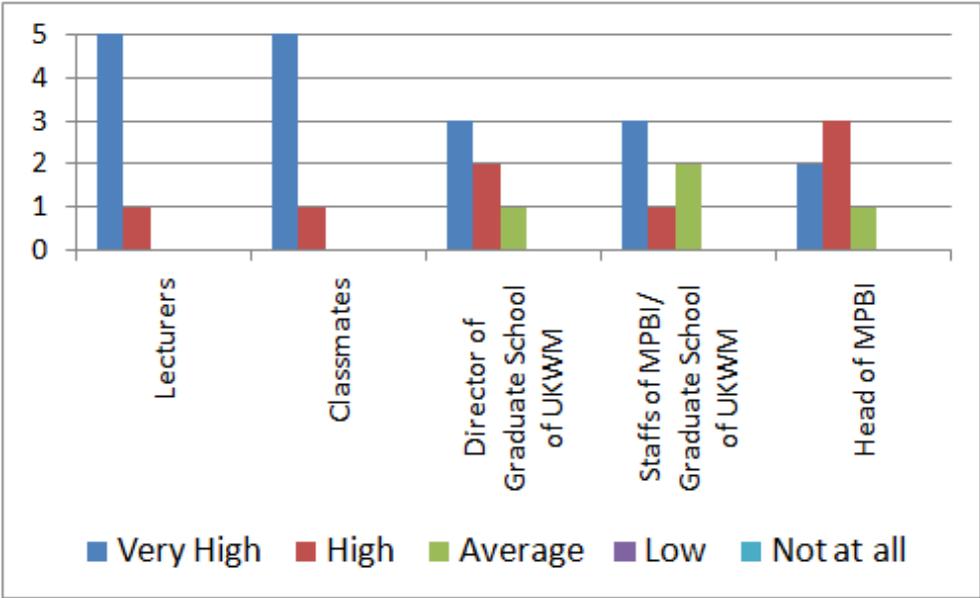


Chart 5.3
The Contribution of the Human Entities

As shown in Chart 5.3, lectures and classmates are the human entities who contribute the most to the participants' career advancement. The participant mostly learnt competencies and skills from their lecturer. The lecturer becomes the role model for the participants in conducting teaching learning activities, communicating to the others, and motivating them. The classmates are the partners from whom the participants learnt how to work effectively in a team. The classmates are also the supporters when they get difficulties and need some help.

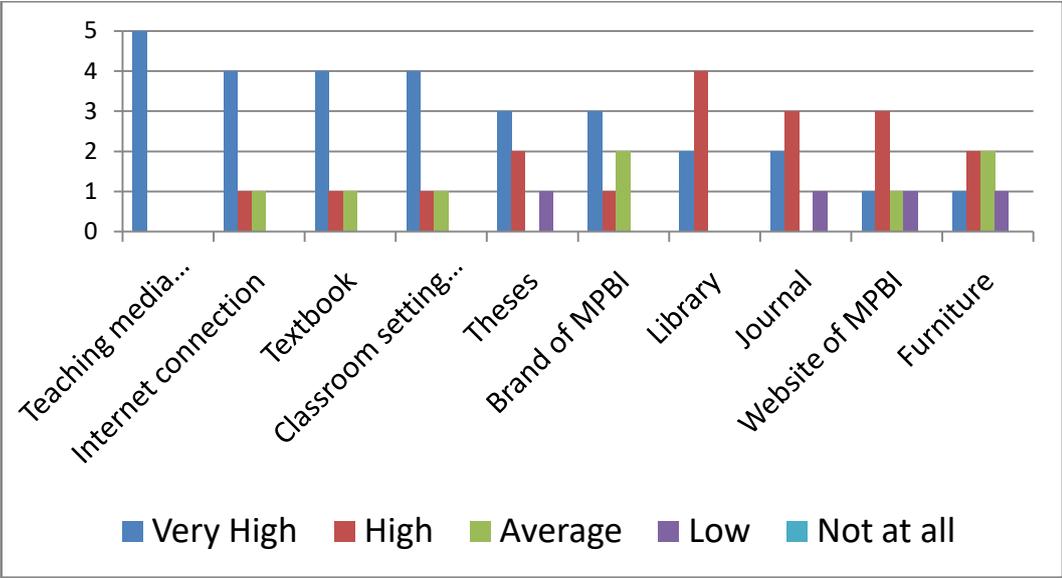


Chart 5.4
The Contribution of the non-human Entities

Chart 5.4 shows that teaching media is the non-human entities which contribute the most to the participants career advancement followed by internet connection, textbook, classroom setting and location. The non-human entities which are considered the least to their career advancement are furniture, website of MPBI, and journal.

Suggestion

Based on the previous findings, it is suggested that the lecturers make interaction with the students outside the classroom since it is the time when the students mostly learn certain values that become their signature when they are back to their work. Further study investigating how the value of MPBI contributes to the Alumni's career advancement is suggested to be conducted.

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