

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

A THESIS



**By
Achmad Nurjubaedi
8212713009**

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2019**

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Presented to
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in partial fulfillment of the requirement for
the Degree of
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8212713009

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2019**

Advisor's Approval

This thesis entitled **The Impact of MPBI Program on the Alumni's Career Advancement** prepared and submitted by Achmad Nurjubaedi/ 8212713009 has been approved to be examined by the Thesis Board of Examiners.

A handwritten signature in black ink, appearing to read 'Ignatius Harjanto', written over two horizontal lines.

(Dr. Ignatius Harjanto)
Thesis Advisor

Thesis Examiner Board's Approval

This thesis entitled **The Impact of MPBI Program on the Alumni's Career Advancement** prepared and submitted by Achmad Nurjubaedi/ 8212713009 has been approved and examined by the Thesis Board of Examiners.



(Prof. Anita Lie, ED. D)

Chair



(Dr. Ignatius Harjanto)

Secretary



(Prof. Dr. A. Ngadiman)

Member



(Prof. Dr. JS. Ami Soewandi)

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Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled “The Impact of MPBI Program to the Alumni’s Career Advancement” to Widya Mandala Catholic University Surabaya library and fully understand that it will be made public via internet and other uses of online media.

Surabaya, February 6th, 2019



(Achmad Nurjubaedi/ 8212713009)

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Abstract

Language teacher education such as MPBI Program of Widya Mandala Catholic University Surabaya is assumed to give positive impacts on its alumni's mastery in term of academic of classroom competencies, pedagogical competences, and the 21st century skills which directly or indirectly also contribute to their career advancement. However, a study which proves the assumption is yet to conduct.

This study was conducted to investigate whether MPBI Program contributes to its alumni's career advancement. 6 alumni of MPBI Program who work as teachers in various levels of education were chosen as the participants. They graduated between the years 2010-2018. The data was gathered by using questionnaires and conducting interviews. The supervisors of the participants were interviewed to confirm the data for triangulation. Using Kirkpatrick's level 3 and 4 evaluations, this study investigated the quality of and the extent the participants apply the pedagogical competencies and the 21st Century skills related to their career advancement after their participation in MPBI Program. Using Actor-Network-Theory, the study investigated the courses, teaching learning activities, human entities, and non-human entities of MPBI Program which contribute the most to the alumni's career advancement. The network which shows the translation process among the courses, teaching learning activities, human entities, and non-human entities of MPBI Program which then shows the extent MPBI Program contributes to the participants' career advancement was drawn.

The study revealed that the quality of and the extent the participants apply the pedagogical competencies and the 21st

Century skills mostly improve after their participation in MPBI. The improvement and application of the competences and skills affect their career advancement. They get better job or chair structural position in their work. Teaching English Skills, Qualitative and Quantitative Research Methodology, and Workshop Training are the courses considered as the actors which contribute the most to the participants' career advancement whilst the interaction with classmates while doing group homework, interaction with lecturers during teaching learning activities, and interaction with lecturers outside the classroom are the teaching learning activities considered as the actors that contribute the most to the participants' career advancement. Among the human entities, lecturers and classmates are the actors that contribute the most to the participants' career advancement whilst teaching media, internet connection, and textbook are the non-human entities considered as the actors that contribute the most to the participants' career advancement. Interaction between the lecturers and students outside the classroom should be taken into consideration since it promotes values that become the signature of the students when they are back to their work. A study investigating how the promoted values contribute to the alumni's career advancement is suggested to be conducted.

Keywords: Actor-Network-Theory, educational program, human entity, non-human entity, curriculum, career advancement, the 21st Century skills, program evaluation.

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