

# TEACHING PHILOSOPHY OF SELECTED TEACHER EDUCATION INSTITUTIONS IN INDONESIA

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**Abstract**— The Philosophy of Education leads to an understanding of the philosophical issues in the educational institutions. It shall be 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's concepts, beliefs, attitudes on teaching, and how they put these elements into the teaching-learning process. Has this implications to classroom management, pedagogy, facilitating and evaluating learning, and curriculum development? This study presents some empirical based data from selected Teacher Educations Institutions (TEIs) in Indonesia concerning with teaching philosophy that are implemented and maintained at university level, faculty level, and department level. This study utilized the descriptive method of research because in descriptive method of research information is collected without changing the environment/setting of study. Instruments to collect data were questionnaires, interviews, focus group discussion, and documentation study. Result shows that individual teaching philosophies of lecturers are strongly influenced and inspired by institutional teaching philosophy which is obviously translated in daily teaching activities in campus environment.

**Index Terms**— teaching philosophy, curriculum development, teacher education.

## I. INTRODUCTION

Every teaching philosophy is based on the faculty's concept, beliefs, and attitudes on teaching, and how they put these into the teaching-learning process. The Philosophy of education leads to an understanding of the philosophical issues in the educational institutions. (UNESCO, 2009; Knight & Collins, 2014; Wahyudin, 2017). It shall be 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's concepts, beliefs, attitudes on teaching, and how they put these elements into the teaching-learning process. This has implication to classroom management, pedagogy, facilitating and evaluating learning, and curriculum development. This article discusses findings of the implementation of teaching philosophy in selected Teacher Education Institutions (TEIs) Indonesia, on how they are understood and applied in teaching learning activities.

Based on that statement, it seems there are close relation between "curriculum" and "teaching philosophy". The foundations of curriculum are reflected with for basis point of philosophical point of view, psychological basis of teaching learning, social and culture basis of society, and consideration basis on development of science and technology. It this consideration curriculum shall be developed with reliable, systematic, participatory, transparent, and accountable characterization. Oliva as cited by Dinn Wahyudin (2017), confirmed that the curriculum should be an instrument of reconstruction of knowledge systematically developed to control managerial educational institutions; curriculum as that reconstruction of knowledge and experience systematically developed under the auspices of the 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 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; and Wahyudin, 2014).

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 (cf Fry, Ketteridge & Marshall eds., 2009; and Zuljan & Vogrinc eds., 2010). In this context, Oliva (1988) and Wahyudin (2017) 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.

Related to teaching philosophy in curriculum perspective, S. Knight & 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. Furthermore, Knight & Collins (2014) state 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. Drawing on evidences and wide-ranging research from within cognitive psychology, we go on to make a case for change within teacher education programmes (Knight & Collins, 2014). This article reports the findings of the implementation of teaching philosophy in selected Teacher Indonesia Institutions. It answers the following questions: (1) what is the teaching philosophy of selected teacher education institutions (TEIs) in Indonesia; (2) how are these teaching philosophies understood and applied in the Teacher Education Curriculum, specifically in terms of Instructional planning, teaching methods and strategies, assessment and evaluation, selection and utilization of instructional materials.

## II. LITERATURE REVIEW

In universal point of view, UNESCO (United Nations for Education, Scientific, and Cultural Organization), in 2009, suggests that philosophy teaching must be supported energetically and insightfully, infused with new manners of teaching, transmitting, and 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 (UNESCO, 2009). 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. 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 &

Ellis, 2006; Bruff, 2007; Meizlish & Kaplan, 2008; and Kaplan et al., 2008).

In higher education level, UNESCO (2009) states that 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). In line with that statement, Allison Boye as quoted by Wahyudin (2016) stated that every teaching starts learning happens. 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.

There are many different educational philosophies in higher education institutions that have developed over the years. Some of these philosophies are teacher-centered and some are student-centered, but they all have the same goal to provide students with the best education possible. In universal point of view, UNESCO (2009) suggests that philosophy of teaching must be supported energetically and insightfully. It should be infused with new manners of teaching, transmitting and 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. 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. In higher education level, UNESCO (2009) 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. Boye (2015) mentioned that teaching-learning process consists of (i) conceptualization of learning. It might consider addressing what learning means to someone or how s/he thinks that someone might also want to address how s/he conceptualizes teaching – what does s/he think it means “to teach”, and how s/he believes her/him to facilitate the learning process as a “teacher”;

(ii) conceptualization of teaching. Perhaps naturally it should be a unique and personal reflection of the individual; (iii) goals for students. Addressing the goals for students is perhaps one of the most important components that can be included in teaching statement; (iv) 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; (v) evaluation or assessment of goals. It is including a discussion of assessment in teaching statements to help show alignment with goals and teaching methods. On the other perspective, Chism (1998) writes that “What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of how a person is intentional about teaching practices and committed to career”. In this case, the teaching statement is essentially intended to help others visualize who you are as a teacher; it stands to reason that this is the main purpose for its inclusion in job application and tenure dossiers as well as applications for teaching awards or fellowships. The value of teaching philosophy statement, however, extends very even beyond these pragmatic and summative purposes. In addition, as stated by Kearns & Sullivan (2001) that the very act of taking time to reflect on your teaching can help improvements that personal and professional growth. Indeed, it seems difficult and reductive to limit the teaching philosophy to works or authors who would be recognized as properly philosophical in a purely academic sense, given the high impact examples of political philosophy. The interdisciplinary approach is all the more well-founded today since cultural studies centers are in the fact places of philosophical research as important and as rich as the philosophy departments.

This expansion reflects a desire for interdisciplinary approaches that many researchers share, and plays a growing role in the organization of academic teaching and research. Chawaszewski (1996) maintains that a teacher education institution’s teaching philosophy may be explored in two levels: (1) through artificial philosophy and (2) through its organic philosophy. In recognition to this claim, the study explores both of these levels by looking at three point of views. First, teaching philosophy is seen in philosophy of organization in two Teacher Education Institutions (TEIs) in Indonesia, namely Universitas Pendidikan Indonesia (UPI), and Universitas Negeri Makassar (UNM). Data was collected

through documents that they are available for the public. Second, teaching philosophy was viewed from lecturers’ actual understanding of their institutional teaching philosophy. Data was reflected on their actual planning, instructional approaches and methodologies they use, assessment and selection of media or instructional material. Third, teaching philosophy was viewed on students’ experience during teaching learning activities.

### III. RESEARCH METHODOLOGY

This study utilizes 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). Specifically, as to qualitative methods, content analysis, interviews, and Focused Group Discussion (FGD) will be conducted. The content analysis method will be employed to cull from documents the teaching philosophy of the participating Teacher Education Institutions (TEIs) in UPI and UNM Makassar. For the same purpose, interviews of administrators/management are conducted. The FGDs for lecturers and students are employed to look into how teachers in each participating TEIs understand and apply the institution’s teaching philosophy in their classes in terms of teaching methods and strategies, assessment and evaluation, and selection and utilization of instructional materials. To achieve the same intent, a survey method as a quantitative measure is also employed. This part presents the methods and procedures that will be used to conduct this research. It includes the research design, the informants/respondents of the study, the locale, the data gathering instrument and procedures, and statistical analysis of data. Steps included are geared to the research questions: (i) is instructional planning integrated following understanding and application of teaching philosophy?; (ii) are understanding and application of teaching philosophies well implemented? (iii) is assessment following the understanding and application of teaching philosophies conducted to see how well it works? (iv) how good is the utilization of facilities available? (v) what are commonalities and differences of teaching philosophies of the selected TEIs?

### IV. RESULTS AND DISCUSSION

#### A. Universitas Pendidikan Indonesia (UPI)

Indonesia University of Education) serving as LPTK (Lembaga Pendidikan Tenaga Kependidikan - a higher institution for teacher education) has decided to state its own vision to be “a leading and outstanding university in education”. Teaching philosophy of UPI can be stated as follows. First, it is to cater to the Law Number 14 Year 2005

regarding school teachers and faculty, which confirms that teaching is a professional job. Second, it is imperative to improve teacher's quality through the enhancement of teachers' content knowledge and pedagogic knowledge, and through the support of teaching practices in authentic settings. Professional education for teachers served by UPI is based on the philosophical beliefs that being professional teachers is a sustained process with reference 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. Professional education for teachers served by UPI is also based on the philosophical beliefs that teaching learning process at UPI emphasizes content based and content specific pedagogy to prepare pre-service teachers to teach in multicultural contexts of learners including country sides or remote areas across 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 to the problems in learning.

Other university teaching philosophical beliefs that the integration of theories and professional practiced will not occur if there is a gap between learning environment at UPI and its teaching practices. Therefore, at UPI and schools pre service teachers, they are facilitated with activities and are geared to (1) analyze and research; (2) try and test; (3) discuss relevant issues; and (4) evaluate learning outcomes. Besides UPI has collaborated with hundreds of primary schools and secondary schools in West Java. In addition, UPI has provided laboratory schools (kindergarten, primary school, junior secondary school, and senior secondary school) as a school laboratory for students as well as lectures to conduct teaching learning practices and implement any innovative teaching learning process. (UPI, Re-Designing, Professional Education for Teachers, 2013, pp. 3- 14).

#### 1. Understanding of Teaching Philosophy in Instructional Planning.

Based on focused group discussion (FGD) with lecturers, some points concerning with the understanding of university's 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 participants believed that the philosophy of teaching can be regarded as a hallmark or the identity of the institution concerned. The understanding of university teaching philosophy is to build understanding of the skills and attitudes of students so that they can apply it in educational best practices. Educational philosophy adopted by UPI tends to focus on social constructivism. It is characterized by learning through constructing what is happening in society, especially related to knowledge in the field of the subject in education. The university vision of UPI is to become "a leading and outstanding university in education". To reach its vision of the UPI aspires to exist as a leading university, both in the quality of education and in educational innovations. The ideal "outstanding" means that UPI aims to become a role model to offer quality education. The underlying philosophy of education of teachers of UPI is Pancasila (The Five Principles) which is summarized and implemented under the motto of the university, namely: educative, scientific, and religious university. 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 served by UPI should be based on the philosophical belief that being professional teachers needs sustained process with reference 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.

#### 2. Application of Teaching Philosophies in Implementation

Based on focused group discussion (FGD) with lecturers, some points concerning with the teaching methods and strategies incorporated in the institution's teaching philosophy are as follows: Based on the discussion, methods and learning strategies frequently used practices 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

through 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 and supported integrated online learning system, or by LMS (Learning Management System) media. While the frequent strategies are: discussion, questioning, questing, and brainstorming.

### 3. The Application of Teaching Philosophies in Evaluation

Based on the FGD, most of the teacher education faculty members revealed that they always incorporate their institution's teaching philosophy in their assessment and evaluation. Based on focused group discussion (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 consist 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 aimed at revealing various aspects which are relevant to students' personal and social skills. Some lecturers also assign take-home mid and final exams to students. In other words, they also develop students assessment based on individual, social, and spiritual norms. Individual norm means considering to foster self-reliance in value; Social norm means considering realignment and increased confidence; and Spiritual norm is based on consideration on fostering confidence in the results of learning (foster meaningfulness and usefulness). All tests are carried out under Faculty and Department management in fixed period of time. In these last three years, all lecturers are compulsory to upload the grade on UPI website system, under definite time.

### 4. The Application of Teaching Philosophies in Instructional media

Based on focused group discussion (FGD), some points concerning with the incorporating university's teaching philosophy in instruction are as follows: According to participants, incorporating educational philosophy into the

teaching-learning programs or instruction process is usually done through: (a) understanding and improving the competence to be achieved by students as prospective teachers; (b) develop syllabus as well as lesson plan in according to the guidelines given by faculty as well as university; and (3) lecturer shall have proper knowledge on the students character. Some lecturers try to keep updating learning materials with currents topics taken from e-Journals or e-Books. From above discussion, it can also be concluded that some lecturers from these universities have made integration between institutions teaching philosophy and individual lecturers teaching philosophy. It is reflected in planning the lesson plan, implementing it during the teaching-learning activities, and evaluation. In other words, incorporating teaching philosophy can be done during early stages of preparation such as during developing syllabus and SAP (Satuan Acara Perkuliahan – the lesson plan). From above discussion, it can be concluded that

some lecturers from these universities have risen the improvement of pedagogic knowledge and skills including by way of developing teaching experience in authentic setting and integrating teaching theories and practices about learning in the context of practice. Other things are to put the value of university philosophy by infusing character values, honesty, hard working, collaborating work, learning in groups into teaching-learning activities. Some lecturers are also trying to integrate the soul of "pioneering and excellence" in planning learning materials with emphasis on cutting-edge resources and materials, conducting comparative study by using reference standard, including the utilization of Internet and other information technology devices. According to the participants, incorporating educational philosophy into the instruction process is usually done through emphasizing content-based materials and content specific pedagogy to prepare pre-service teachers to teach in multicultural contexts of learners. Ethno-pedagogy is also introduced during implementing the instruction, such as Sundanese values and the spirit of "bener,bageur, pinter" or "correct, good manner, smart" are integrated and infused into real teaching learning activities and on core curriculum as well as on extra curriculum. Based on the FGD with lecturers, some points concerning with the utilization of instructional materials are as follows: Most respondents have confirmed that they always updated instructional materials that they used in instructional process. Some common instructional materials are current publication books, articles published in e-Journals, and material based research done by the lecturers as well as research findings by outside researchers. Statistical data are used to describe the three institutions in order to gain additional description.

UPI Statistics

|                    | Applying teaching philosophy in instructional planning | Applying the philosophy in methods and strategies used | applying the philosophy in assessment | applying the teaching philosophy in utilization of Media. |
|--------------------|--|--|---------------------------------------|---|
| N Valid            | 70   | 70   | 70                                    | 70  |
| Missing            | 0  | 0  | 0                                     | 0   |
| Mean               | 3.5714   | 3.4000   | 3.5714                                | 3.3857  |
| Std. Error of Mean | .08030   | .07722   | .07768                                | .07693  |
| Median             | 4.0000   | 3.0000   | 4.0000                                | 3.0000  |
| Std. Deviation     | .67182   | .64606   | .64989                                | .64365  |
| Variance           | .451   | .417   | .422                                  | .414  |
| Range              | 2.00   | 2.00   | 2.00                                  | 2.00  |
| Minimum            | 2.00   | 2.00   | 2.00                                  | 2.00  |
| Maximum            | 4.00   | 4.00   | 4.00                                  | 4.00  |

Tabel 1. Applying teaching philosophy in instructional planning

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Never            | 1         | 1.4     | 1.4           | 1.4                |
| Rarely           | 6         | 8.6     | 8.6           | 10.0               |
| Valid Frequently | 16        | 22.9    | 22.9          | 32.9               |
| Always           | 47        | 67.1    | 67.1          | 100.0              |
| Total            | 70        | 100.0   | 100.0         |                    |

Table 1 above shows respondents' answers on applying institutions' 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. Teaching philosophy is more than likely exercised on the right track.

Table 2. Applying teaching philosophy in teaching methods

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Never            | 1         | 1.4     | 1.4           | 1.4                |
| Rarely           | 5         | 7.1     | 7.1           | 8.6                |
| Valid Frequently | 30        | 42.9    | 42.9          | 51.4               |
| Always           | 34        | 48.6    | 48.6          | 100.0              |
| Total            | 70        | 100.0   | 100.0         |                    |

Table 2 above shows that the respondents' answer to the questions on incorporating the institution's teaching philosophy in my teaching through the teaching methods and strategies used. Less than a half (48,6%) of the respondents answer always. Less the half (42.9%) of the respondents answer

frequently, and a small number (7.1% and 1.4%) of 2 groups of respondents answer rarely and never respectively.

Table 3. Applying teaching philosophy in assessment

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Never            | 1         | 1.4     | 1.4           | 1.4                |
| Rarely           | 5         | 7.1     | 7.1           | 8.6                |
| Valid Frequently | 18        | 25.7    | 25.7          | 34.3               |
| Always           | 46        | 65.7    | 65.7          | 100.0              |
| Total            | 70        | 100.0   | 100.0         |                    |

Table 3 above shows the respondents' answers to the questions about applying 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.

Table 4. Applying teaching philosophy in the selection of media

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Never            | 0         | 0,0     | 0.0           | 0.0                |
| Rarely           | 6         | 8.6     | 8.6           | 8.6                |
| Valid Frequently | 31        | 44.3    | 44.3          | 52.9               |
| Always           | 33        | 47.1    | 47.1          | 100.0              |
| Total            | 70        | 100.0   | 100.0         |                    |

Table 4 above shows the respondents' answer to the questions about applying the institution's teaching philosophy in the selection and utilization of instructional materials. Less than half (47% and 44.3%) of 2 groups answer always and never respectively. A small number (8.6%) of the respondents answer never.

#### A. UNM (Universitas Negeri Makassar)

UNM has decided its vision namely university as a center of education, assessment, and development of education, science, technology, and arts-minded and entrepreneurial education. While, the Mission of UNM is as follows: (1) Developing professional human resources in the field of education and non-education who have faith, morals, values, ethics, intellectual integrity, tolerance of differences, and the aspirations and the advancement of science, technology, and art; progress and the ability to practice leadership and personal intellectuality in his chosen field of work; creative and critical minds, including troubleshooting intellectually through reading, researching, writing, and speaking effectively; (2) Creating a climate and academic culture that is conducive for students to prepare themselves completing undergraduate and graduate programs, and professional quality and appropriateness; respond to environmental preservation and demanding challenge of learning to cultivate the ability to solve problems; develop social abilities and independence to be a source of pride to the university, alumni, community, and nation; (3) Providing services to the wider community to improve the quality of life of society, nation, and state that emphasizes: (a) the application of science and technology in order to develop the potential of the region in supporting the independence and local autonomy; (b) developing the belief that UNM is a resource that can improve the welfare of society; (c) developing and improving sources of government and community support through general recognition of programs and resources; provision of proper encouragement and recognition to community members who contribute to the achievement of the objectives UNM sets; (4) Developing institutions (Universities) into teaching and research university that can meet the needs of national development through: (a) assessment and development of science, technology, and arts; (b) information and management systems for services to academic society in particular, and service to the community at

large; (c) the mutually beneficial cooperation with institutions at home and abroad, particularly in the embodiment of college Tridharma. The vision of UNM Faculty of Education: "Within the years of 2015 - 2019 becoming the center of education, assessment, and development of science education and teacher training excellence through insightful college Tridharma to produce professional graduates with entrepreneurial competencies". Its Faculty Missions are: (1) organizing the education system and quality teaching that supports the formation of educators and professional teaching force; (2) carrying out research activities and community service that suits the community's needs and the development of science and technology; (3) fostering entrepreneurship based on local wisdom ; (4) developing a networking system mutually beneficial partnership through college Tridharma with government agencies and private organizations locally, regionally, and internationally. The UNM Faculty of Education has established its aims as follows. (1) generating power of education and professional education in the field of educational administration, counseling, school education, educational technology, teacher education, basic education, and early childhood education; (2) Providing services in enhancing the professional qualifications of office to prospective teachers, teachers and education personnel, so as to increase their participation in supporting the improvement of education quality; (3) Admitting graduates who have a strong entrepreneurial spirit based on local wisdom; (4) Collaborating with various institutions in the field of education and teaching, research, and community service.

#### (1) Understanding of Teaching Philosophy in Instructional Planning

Based on focused group discussion (FGD) with lecturers, some points concerning with the understanding of the institution's teaching philosophy among lecturers and head of departments are as follows. Related to the educational philosophy adopted by UNM, most lecturers believe that principally the university teaching philosophy has been geared to generate an atmosphere leading to the achievement of academic culture. It is believed that educational philosophy is the spirit of the implementation of education in every faculty, department, and study program at this institution. Through educational philosophy "university as a center of education, assessment, and development of education, science, technology, and arts-minded and entrepreneurial education, UNM is to achieve excellence. When it comes to providing services to the wider learning communities, the institution integrates all the elements contributing to the education of prospective professional teachers. The participants believed that the philosophy of teaching can be regarded as a hallmark or the identity of the institution concerned. UNM as a teacher institution has a philosophy that teaching or educating prospective teachers must be accompanied by an understanding that teachers should have proper capability and competencies to be creative, socially sensitive, professional, and academic. The understanding of university teaching philosophy is to build understanding of the skills and attitudes of students so that they

can apply it in educational best practices. Educational philosophy adopted by UNM tends to focus on social constructivism. It is characterized by learning through constructing what is happening in society, especially related to knowledge in the field of the subject in education.

Essentially the vision of UNM is to become a center of excellence in the field of education. In relation with the university teaching philosophy, it means that academic and cultural values become the fundamentals of teaching at UNM. Accordingly, academic and professional competencies should be underlined as a very important factor to give rooms for graduates to become professional teachers of the future. All participants in the discussion at the FGD agree that profession in education for future teachers as initiated by UNM 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 every session in the class and also outside the campus. In addition, all participants have discussed that professional education for teachers served by UNM should be based on the philosophical belief that being professional teachers need sustained process with referenced to standardized norms and continued performance assessment.

#### B. Application of Teaching Philosophies in Implementation

Based on focused group discussion (FGD) with lecturers, some points concerning with the teaching methods and strategies incorporated in the institution's teaching philosophy are as follows: Based on the discussion, methods and learning strategies frequently used practices 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 and supported by integrated online learning system. In the field of language, respondents have confirmed that they frequently use methods and Approach: audio-lingual-bilingual, collaborative, communicative, scientific approach. They 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.

#### C. Application of Teaching Philosophies in Evaluation

Based on focused group discussion (FGD) with lecturers, some points concerning the assessment and evaluation are as follows: In general, the evaluation on competency of professional teacher includes structured observation, dispositional evaluation, and examinations (mid-term and final-term). The components of mid and final examinations consist of written test, performance test, personal and character tests, and portfolio examination. The written test conducted under the administration of Faculty and Department or Study Program consists of subject matter and subject specific in 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 tests aimed at revealing various aspects which are relevant to students' personal and social skills. Some teachers also assign take-home mid and final exams to students. In other words, they also develop students assessment based on individual, social, and spiritual norms. Individual norm focuses on fostering self-reliance; social norm considers on fostering realignment and increased confidence; and spiritual norm is based on consideration on fostering confidence resulting in the benefits of learning (foster meaningfulness and usefulness).

All tests are carried out under Faculty and Department management in a fixed period of time. In these last three years, all lecturers are obliged to upload students' grades on UNM website system.

#### D. Application of Teaching Philosophies in utilizing Media

Based on focused group discussion (FGD), some points concerning the practice of incorporating university's teaching philosophy in selecting and using instructional materials are as follows: According to participants, incorporating educational philosophy into the teaching-learning programs or instruction process is usually done through (a) understanding and improving the competence to be achieved by students as prospective teachers; (b) developing Syllabus as well as lesson plan according to the guidelines given by faculty as well as university; and (c) empowering lecturer with proper knowledge on the students character. Some lecturers try to keep updating learning materials with recent and updated topics taken from e-Journals or e-Books. Students are then geared to widening their horizon at its best possible perspectives. Based on discussion, it can also be concluded that some lecturers have made integration between institution's teaching philosophy and individual lecturers teaching philosophy. It is reflected in planning the lesson plan, implementing it during the teaching-learning activities, and evaluation. In other words, incorporating teaching philosophy can be done during early stages of preparation such as during developing syllabus and lesson plan.

Based on discussion, it can be concluded that some lecturers have risen the improvement of pedagogic knowledge and skills including by way of developing teaching experience



in authentic setting and integrating teaching theories and practices about learning in the context of practice. Other things are to put the value of university philosophy by infusing character values, honesty, hardworking, collaborating work, learning in groups into teaching-learning activities. Some lecturers are also trying to integrate the soul of "pioneering and excellence" in planning learning materials with emphasis on cutting-edge resources and materials, conducting comparative study by using reference standards including the utilization of Internet and other reliable resources.

According to the participants, incorporating educational philosophy into the instruction process is usually done through emphasizing content-based materials and content specific in pedagogy to prepare pre-service teachers to teach in multicultural contexts of learners. Based on the FGD with lecturers, some points concerning with the utilization of instructional materials are as follows. Most respondents have

confirmed that they always updated instructional materials that they used in instructional process. They believed that the improvement of student learning quality depends on the curriculum structure, content of learning materials and the utilization of learning materials which guarantees structural and conceptual coherences in this instructional facilities provided by university as well as by Faculties and Departments, of which all are obligatory. In this case, the lecturers have frequently utilized all learning sources such as

main library collections and laboratory facilities to support instructional process. Nowadays, in UNM campus site, IT (Information Technology) facilities are provided with WiFi connection enabling students to connect with Internet. The selection and use of learning materials are well tailored with demands of students and the challenge towards living in the age of globalization.

### UNM Statistics

|                    | Applying teaching philosophy in instructional planning | Applying the philosophy in methods and strategies used | applying the philosophy in assessment | applying the teaching philosophy in utilization of Media. |
|--------------------|--|--|---------------------------------------|---|
| Valid              | 20   | 20   | 20                                    | 20  |
| N Missing          | 0  | 0  | 0                                     | 0   |
| Mean               | 3.2500   | 3.0500   | 3.0500                                | 3.0500  |
| Std. Error of Mean | .16018   | .15347   | .15347                                | .15347  |
| Median             | 3.0000   | 3.0000   | 3.0000                                | 3.0000  |
| Std. Deviation     | .71635   | .68633   | .68633                                | .68633  |
| Variance           | .513   | .471   | .471                                  | .471  |
| Range              | 2.00   | 2.00   | 2.00                                  | 2.00  |
| Minimum            | 2.00   | 2.00   | 2.00                                  | 2.00  |
| Maximum            | 4.00   | 4.00   | 4.00                                  | 4.00  |

Table 5 Applying teaching philosophy in Instructional planning.

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Rarely           | 3         | 15.0    | 15.0          | 15.0               |
| Valid Frequently | 9         | 45.0    | 45.0          | 60.0               |
| Always           | 8         | 40.0    | 40.0          | 100.0              |
| Total            | 20        | 100.0   | 100.0         |                    |

Table 5 above shows the respondents' answer to the question about incorporating the institution's teaching philosophy in instructional planning. Less than half (45.0%) of the respondents answer frequently. Another less than a half (40.8%) group of respondents answer always. A small number (15.0%) of the respondents answer rarely.

Table 6. Applying teaching philosophy in Implementation

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Rarely           | 4         | 20.0    | 20.0          | 20.0               |
| Valid Frequently | 11        | 55.0    | 55.0          | 75.0               |
| Always           | 5         | 25.0    | 25.0          | 100.0              |
| Total            | 20        | 100.0   | 100.0         |                    |

Table 6 above shows the respondents' answer to the questions about incorporating the institution's teaching philosophy in my teaching through the teaching methods and strategies used. More than half (55.0%) of the respondents answer frequently. Less than half (25.0%) answer always, and less than half (20.0%) of the respondents answer rarely.

Table 7 Applying teaching philosophy in assessment

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Rarely           | 4         | 20.0    | 20.0          | 20.0               |
| Valid Frequently | 11        | 55.0    | 55.0          | 75.0               |
| Always           | 5         | 25.0    | 25.0          | 100.0              |
| Total            | 20        | 100.0   | 100.0         |                    |

Table 7 above shows the respondents' answers to the questions about applying the institution's teaching philosophy in assessing and evaluating my students' learning. More than half (55.0%) of the respondents answer frequently. Less than half (25.0%) of the respondents answer always, and another less than half (20.0%) of the respondents answer rarely.

Table 8 Applying teaching philosophy in the utilization of Media

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Rarely           | 4         | 20.0    | 20.0          | 20.0               |
| Valid Frequently | 11        | 55.0    | 55.0          | 75.0               |
| Always           | 5         | 25.0    | 25.0          | 100.0              |
| Total            | 20        | 100.0   | 100.0         |                    |

Table 8 above shows the respondents' answers to the questions about applying the institution's teaching philosophy in the selection and utilization of instructional materials. More than half (55.0%) of the respondents answer frequently. Less than half (25.0%) of the respondents answer always, and another less than half (20.0%) answer rarely.

#### E. Commonalities and Differences of Teaching Philosophies of Selected TEIs in Indonesia

The following is the commonalities among the institutions under study. Differences in viewing teaching philosophies among the institutions under study.

UPI :

- 1) Teaching philosophies are anchored on academic, scientific, and religious aspects
- 2) To be a world class university with a leading and outstanding university in educational science through education program, research, and community services.
- 3) Preparing professionals with highly global competitiveness, innovations, professional services to communities.

- 4) Transfer of teaching experience in authentic setting; earlier exposure, and cross fertilization.

UNM:

- 1) Teaching philosophy is anchored by excellence in education, assessment, technology, art minded, and entrepreneurial education.
- 2) Promoting the respect faith, morals, values, ethics, intellectual integrity, tolerance of differences.
- 3) Reflecting strong commitment leadership, intellectuality, creative, and critical minds.
- 4) Creating a climate and academic culture, quality, cultivating learning, and solving problems.
- 5) Providing services to improve the welfare of society and nation.
- 6) Establishing strong commitment in teaching, research, for the benefit of national development through the assessment of science, technology, and arts.

Institution 1: academic atmosphere, competitiveness, and innovation, religious.

Institution 2: cultivating learning, research Excellency, entrepreneurship, academic culture

Commonalities in TEIs in Indonesia : Support on the institutions values and mission, Excellency in education science and technology, responsive to social need and demands, pillar of national education system by providing professional teachers.

#### CONCLUSION

The university's teaching philosophy has been well understood by the three institutions' teachers under 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 TEIs teachers 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 teachers of the three institutions are determined about the very promising future of betterments on the learners' part.

Different views of the essential elements as contained in the teaching philosophy as the teachers understand them provide some room for other possible ways of implementing the elements even more penetrating in sense: responsiveness, thoughtfulness, and explorableness. Demands deriving from the learning communities are mostly responded to mainly search for newness in terms of educational core values.

Indicators of putting the cores values of teaching philosophy into practice prove to be evident in that the TEIs teachers' behaviour fits in quite qualifiedly with personal beliefs in teaching. Although slight differences in internal educational policies among the three institutions emerge,

potential constraints to the implementation prove to be significant. Limitation of the present research is unavoidable since there are flaws possibly found. Therefore, research on the same topic would be encouraged and would be expectedly more comprehensive with empirical results.

Teaching philosophy in Indonesia may vary among Teacher Education Institutions. However, academic atmosphere, competitiveness, and innovation, religious, cultivating learning, research excellency, entrepreneurship, academic culture are dominant aspects that can be obviously seen among institutions. Commonalities in TEIs in Indonesia are supporting on the institutions values and mission, excellency in education science and technology, responsive to social need and demands, pillar of national education system by providing professional teachers.

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