"HOW TO INTRODUCE 'NEW COMPETENCES' IN THE PROGRAMME. EXAMPLE OF THE IMPLEMENTATION OF THE PILOT PROGRAMME IN TEACHER EDUCATION"

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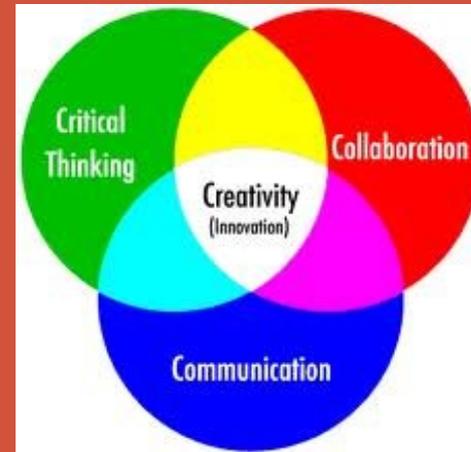Sanata Dharma University, Indonesia

Outline

- The existing competences in Indonesian Higher Education System

- The generic and specific competences of Tuning TASE

- Incorporating Tuning TASE competences in the English Education Department of Sanata Dharma University
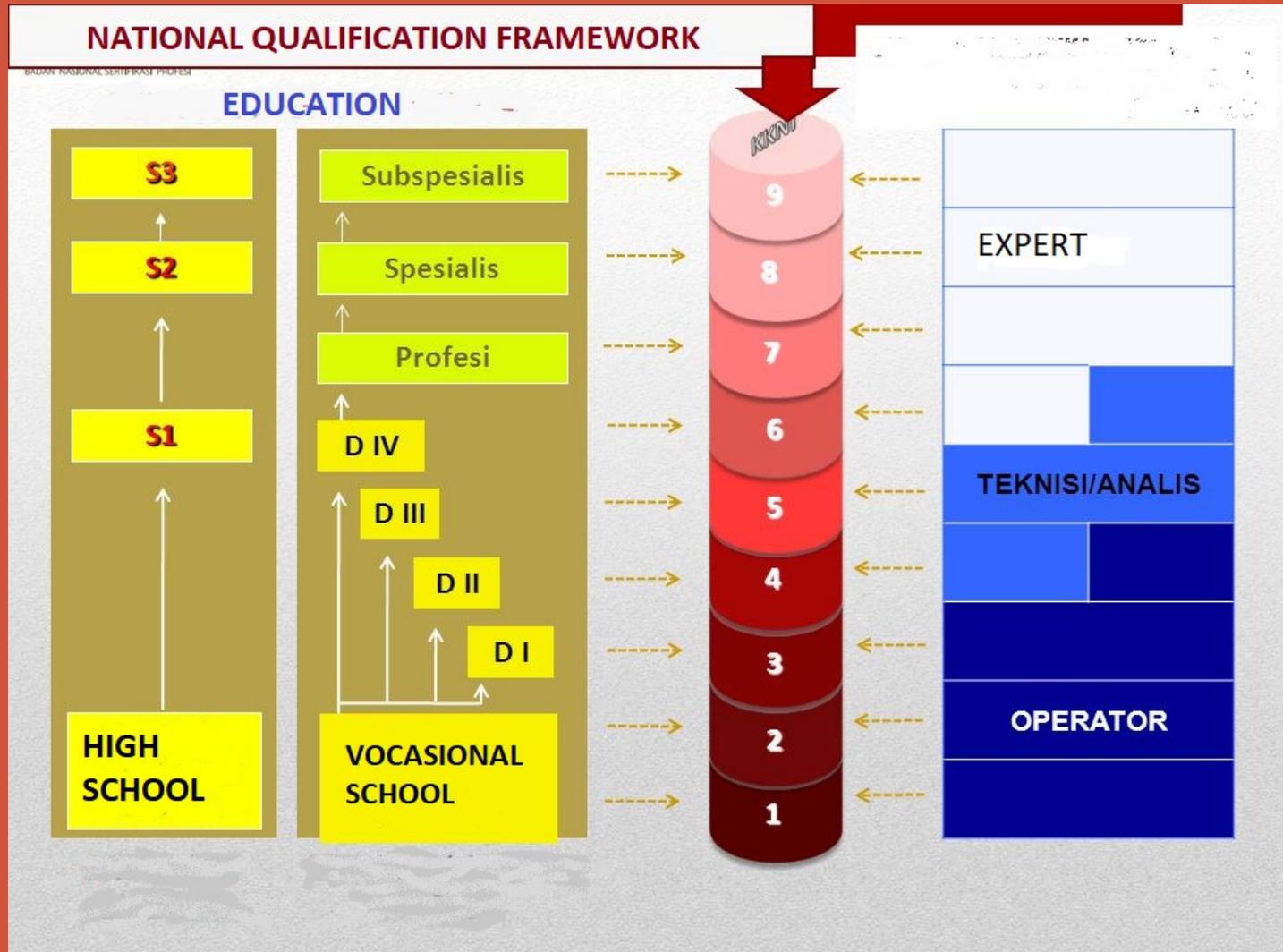
The existing competences in Indonesian Education System

INDONESIAN QUALIFICATION FRAMEWORK

(Kerangka Kualifikasi Nasional Indonesia)
Presidential Decree No. 8/2012

Implication and Implementation Strategies

Directorate General of Higher Education
Ministry of Education and Culture
Republic of Indonesia

Study Program Association

Indonesian Qualification Framework

I Q F level 6

- Capable of applying science, technology and art within her/his expertise and is adaptable to various situations faced during solving a problem.
- Mastering in-depth general and specific theoretical concepts of specific knowledge and capable of formulating related problem solving procedures.
- Capable of making strategic decisions based on information and data analysis and provides direction in choosing several alternative solutions.
- Being able to be responsible for her/his own assignments and organization's performances
- (page 27).

Indonesian Teacher's competences

- The Indonesian government mandated that certified teachers and graduates from the faculty of education have four competences:
- Pedagogical competence: (a) Able to plan learning; (b) able to conduct teaching/learning; (c) able to evaluate and assess learning.
- Personality competence: behave in accordance to social, religious, ethical, legal norms
- Social competence: able to communicate effectively with students, colleagues, parents, and society at large.
- Professional competence: Have deep and thorough understanding of the subject matters; Have deep and thorough understanding of teaching/learning approaches, methods, and techniques; technology; and scientific method.

Competences of Tuning TASE Project

- 13 Generic Competences
- 28 Specific Competences
- Meta Profile of SEA teacher education

Link of the degree with the Tuning TASE meta-profile

There are 4 groups of competences in the English Education meta profile with 29 specific competences. In the TASE teacher education SAG there are 3 groups of meta profile with 28 specific competences. Most of the specific competences are similar. However, there are some elements or details that are different.

Meta Profile Integration

Existing Competences

Meta Profile
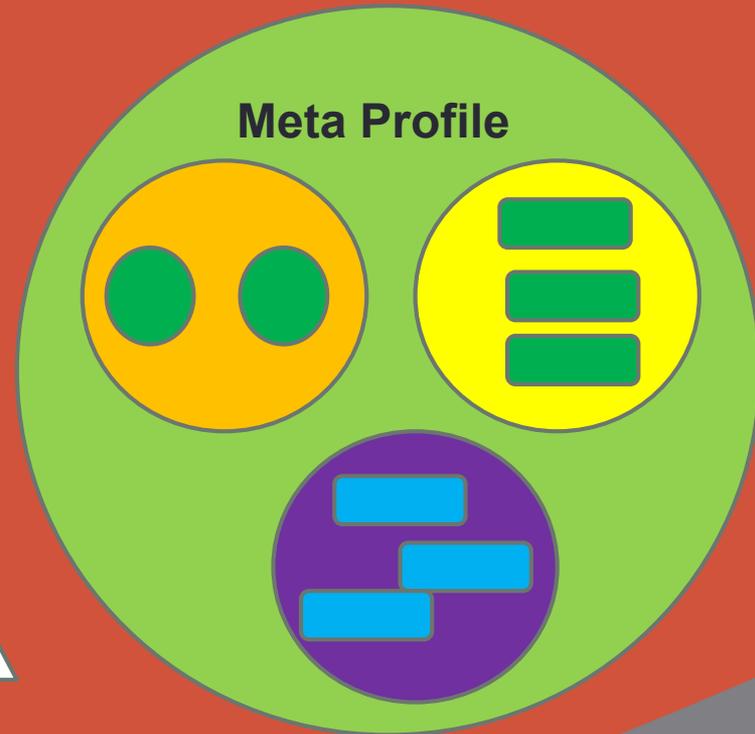
Incorporating Tuning TASE competences

- EED curriculum review
- Learning outcomes mapping
- What is lacking? → critical thinking skills
- Tuning the competences
- Selecting subjects to introduce new competences
- Revisiting the learning materials and activities

Pilot Project

- Revitalising the "Critical Reading and Writing 1" and "Critical Reading and Writing 2" modules at the English Education Department of SDU
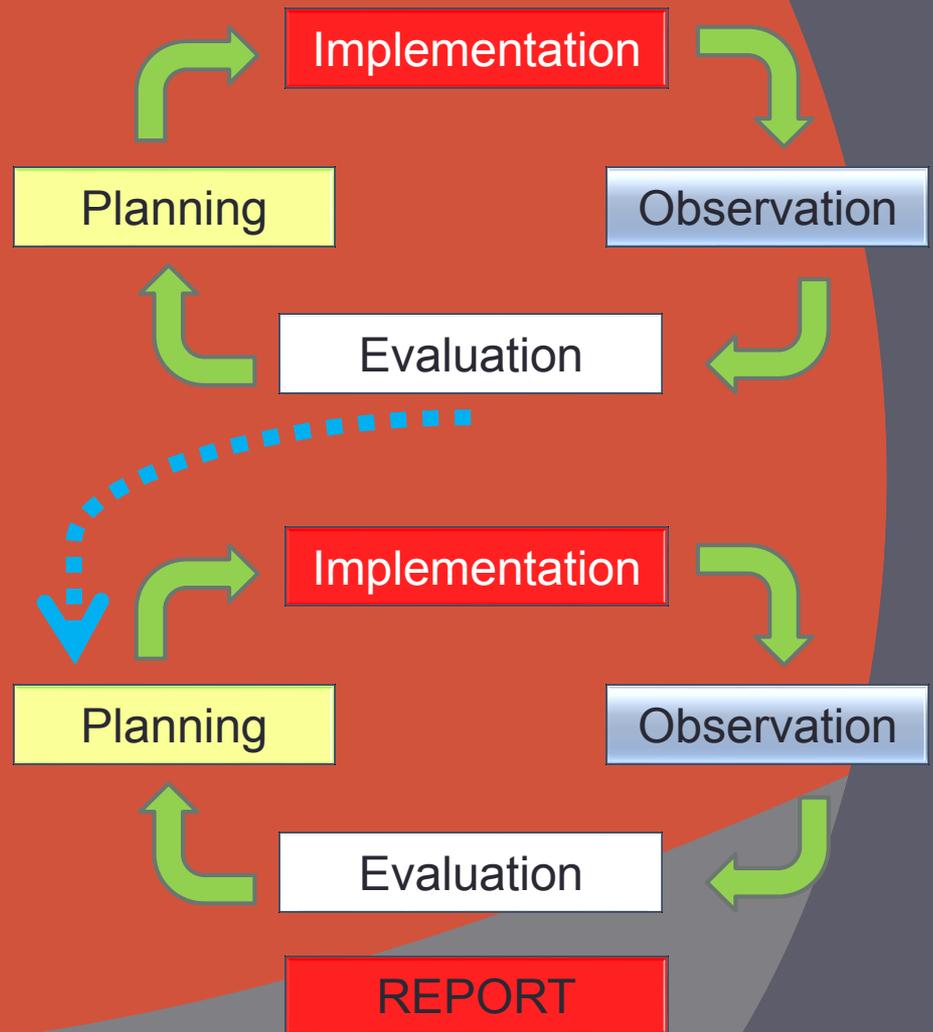
'Classroom Action Research'

- To what extent does the use of the revised learning materials enhance students' critical thinking skills?
- To what extent does the implementation of the learning strategies promote students' critical thinking skills?
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Implementation Cycle

- Planning
- Implementation
- Observation
- Reflection

Implementation

Observation

Planning

Evaluation

Implementation

Observation

Planning

Evaluation

REPORT

Terima Kasih
Thank You