THE READINESS OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR IN THE IMPLEMENTATION OF REDESIGN OF PROFESSIONAL EDUCATION FOR TEACHERS; AN UPI EXPERIENCE

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“... It needs whole villagers to teach a single child.....”

(African Proverb)

Redesigning the professional education for teachers will take years of struggles, setbacks, and insights as well. We do believe that these could help us attain the intended goal of teacher education in the future.

(adapted from Hammond and Bransford, 2005)
PHILOSOPHICAL FRAMEWORK

Do, learn, & Reflect

Future Life skills

Conceptually & Structurally Coherent

Accredited for QA

Univ - school based Curricula

Content-specific Pedagogy

Learning To Teach & Practice In Practice

Continuous Professional Devel. Program

REDESIGN OF PROFESSIONAL EDUCATION FOR TEACHERS
TEACHER EDUCATION FOR XXI CENTURY
(Hammond and Hammond, 2005)

- have knowledge of the learners
- have profound pedagogical content knowledge and skills
- have strong mastery of the subject matter to be taught
- have sound knowledge of context of education, and
- have the ability to use ICT in the teaching and learning processes.
RE-DESIGN PROFESSIONAL EDUCATION FOR TEACHERS
(Academic Senate Decree UPI no 005/2010)

- UPI through a series studies and international conferences on redesigning teacher education curriculum has already conceptualized and formulated its new curriculum.
- The curriculum is developed in response to the Law No. 14 on Teacher and Lecturer and other relevant regulations.
- In general curriculum structure consists core curriculum and elective curricula.
FOCUS OF STUDY

1. Identifying the existing condition related to the planning stage of program development and organizational readiness and behavior in implementing the program, re-design professional education for teachers at UPI;

2. Identifying management and organizational readiness and behavior as perceived by low level, mid-level, and higher level of the management at the University; and

3. Identifying the correlation of perceived organizational readiness and behavior among the levels of UPI management: university, faculty, and study program level.
Coherent curriculum is reflected in the consistency and connectedness amongst planned, implemented curriculum, and experienced curriculum (what prospective professional teachers learn) (Bachman and Floden, 1992; Marsh and Willis, 1999; Knight 2001).

Organizational readiness refers to organizational members’ knowledge and their understanding of the program/curriculum.

Organizational behavior refers both individuals and groups behaviors within organizational structure influenced by their knowledge of the program and belief in the capability of implementing the program.
The effectiveness of the curriculum implementation requires management readiness and proper organizational readiness.

The readiness of the management is a condition that indicates the capacity of the organization to perceive, understand, and implement action or change.

Organizational behavior, on the other hand, refers to how people behave, feel, and act in organizations and how they are affected by activities within organizations.

Organizational behavior could also refer to the attitudes and behaviors of individuals or groups within organizations (Thompson and Pozner, 2007).
IDENTIFICATION OF ORGANIZATIONAL READINESS AND BEHAVIOR (Kartadinata, 2013)

- Self-efficacy
- Communication
- Self-management
- Leadership
- Conceptual knowledge
- Professionalism

Organizational readiness
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SUPPORT SYSTEM
Self-rating

Staffs’ perception
## PROGRAM IMPLEMENTATION PHASES WITH ADAPTIVE STRATEGY
(Modified from Jones, 1996)

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METHOD OF THE STUDY

Diagnostic stage (initial phase)

Revision and Intervention stage

Identification and analysis of factors related to organizational readiness and behavior in implementing redesign of professional education for teachers

Developing revision and intervention in the forms of direction and guidance on the basis of the analysis of organizational readiness and behavior in implementing the program

Discussing and communicating stages of revision in the initial implementation of the program

Reflection stage
INSTRUMENTS

- The instruments used for identifying the existing university capacity in implementing this program is interview, and document analysis.
- Questionnaires are used to identify individuals readiness and behavior within university organization involving: head of departments & study programs, deans of faculties, directors of the UPI regional campuses, and vice rectors of UPI.
- Focus Group Discussion is also conducted with deans of faculties, directors of the UPI regional campuses, and vice rectors of UPI.
RESEARCH QUESTIONS

1. What is the existing condition of organizational readiness and behavior in the initial implementation of the redesign of professional education for teachers which is identified from perceived knowledge, collective efficacy of the individuals within university organization?

2. How is organizational readiness and behavior in the initial implementation of the program as perceived by higher level, middle level, and lower level management of the university?

3. Is there any correlation between readiness of the management and organizational behavior in implementation of the redesign of professional education for teachers as perceived by different levels of management?
FINDINGS (1)

1. There are 25 study programs that have already developed their academic program and professional teachers education (PPG). The other study programs and departments have provides for academic program (S1, S2, S3).

2. The availability of the guidelines for implementing teacher education program.

3. 80% of the existing UPI faculty members (lectures) are qualified for implementing the program.

4. UPI has provided standardized facilities required for the implementation of the program, such as classroom equipped with the multimedia, micro teaching laboratories, and ICT facilities.

5. UPI has developed collaboration with almost 4000 school partners including 10 leading and high quality schools for teaching practice/practicum.

6. UPI has developed laboratory schools where faculty members can collaborate with teachers in developing innovative curriculum, delivery system, assessment for learning.
FINDINGS (2)

- The conceptual knowledge perceived by different levels of management in the university indicated that almost all aspects of the Redesign of Professional Education for Teachers are well-comprehended by higher level of management (vice rectors) as they are actively involved in conceptualizing the program.

- On the contrary, middle level and lower level of the management (heads of the faculty, head of regional campuses, and department) have not yet fully comprehend all of the aspects related to the program. This entails that program dissemination need to be intensified.

- It is perceived by the heads of department, higher level of management should give more direction to all departments regarding with the initial program implementation.
FINDINGS (3)

- Viewed from organizational behavior identified from individuals self-efficacy, heads of all departments and study programs indicated that their belief of the ability to implement the program considered high (3.5 from the scale of 1-5).

- This is shown by their efforts in determining stages of program implementation. They expect that higher level of management gives more direction to curriculum development team of the faculty in implementing the principles underlying the program/curriculum.
CONCLUSION

1. Management readiness among the different levels of management (university, faculty, department/study program) as it is identified from the knowledge of the aspects related to the redesign of professional education for teacher is considered high.

2. The correlation between the management readiness at the levels of university and faculty and organizational behavior at the level of department or study program in implementing the redesign of professional education for teacher is not significant.

3. This entails that the departments or study programs do not fully understand and comprehend the program/curriculum.

4. Departments/study programs need more direction and guidance from the higher levels of university management in implementing the program.

5. Viewed from the existing condition as reflected in the availability of the facilities and the capacity of the human resources, the university shows readiness in implementing the program.
RECOMENDATION

a. Further study on identifying other aspects of management readiness, such as individuals and group motivation in the organization including its culture in implementing the program must be covered.

b. In term of organization behavior, organizational atmosphere and structure need to be studied in the next phase of the research.
THANK YOU