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## Original Paper

# Generic Competencies and Specific Competencies among Teacher Education Institutions in Indonesia

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### Abstract

<sup>4</sup> The aim of this paper is to discuss and clarify the general framework of teachers' competencies, especially on generic and specific competencies that shall be mastered by prospective TEIs in Indonesia. This study presents some empirical base data from selected Teacher Education Institutions (TEIs) in Indonesia concerning with generic competencies and specific competencies that shall be achieved by prospective teachers. In addition, the purpose of study also to have relationship between competencies and teaching philosophies implemented by individual lectures. Descriptive research is one in which information is collected without changing the environment/setting of study. Instruments used were questioners, interview, focus group discussion, and documentation study. Result shows that generic and specific competencies will be influenced by individual teaching philosophies of lecturers. They are strongly influenced and inspired by institutional teaching philosophy. Teaching philosophy is obviously translated in daily teaching learning activities in campus environment. Results also show that teacher competencies affect their values, behaviors, communication, aims and practices in school and also they support professional development and curricular studies. Thus, teachers' competencies that will improve the teaching-learning process in school is of great importance.

### Keywords

Teachers competencies, generic competencies, specific competencies, and curriculum development

### 1. Introduction

Competency estimation can be interpreted as abilities that are needed for the ability to do or carry out work based on knowledge, work skills and attitudes. It means that competencies can be formulated as the ability of a person who can be observed can be observed includes knowledge, skills and work

attitudes in completing a job or the task of completing a job or task accordingly with the standard with the specified performance standards set.

Competencies and professional education for teachers 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, 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 theory and practice, and (c) collaboration in professional communities, especially with primary and secondary school communities.

Competencies adopted from 3 sampled universities are basically based on the philosophical beliefs that the objective to achieve through education is the ways in which learners cultivate their potentials. In this way, university teaching philosophies are based on the 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. In this case, teaching learning process is based on the activity to humanize individuals in engaging themselves in civilization and to the politically integrated into productive and constructive reasons.

Professional education for teachers is also based on the philosophical beliefs that teaching learning process emphasizes <sup>3</sup> content based and content specific pedagogy to prepare pre-service teachers to teach in multicultural contexts of learners including country sides or remote areas in 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 of the problems in learning. The mission of universities have been determined as follows: 1) running educational programs to prepare professional teachers and other educational professions with highly global competitiveness, 2) developing with innovatuions theories of education and other disciplines and its implementation to be the base of stating national policy in education, 3) giving services to communities in professional ways in terms of helping solve existing problems in a national scope either in the field of education or other fields such as politics, economy, social related matters and cultures, and 4) generating internationalizaion of education through the development and networking and, partnership at national, regional and international levels. The aim universities need to achieve are, in general, refers to making efforts to develop its human with characteristics of being faithful, piety, morally stabled, characterized with great values, educated, professional, religious, and holding integrity as well as dedication to the nation and country of the Republic of Indonesia. In a more detailed description, the aim includes the followings: (1) Providing guidance and direction to students to be scientists, educationists, education managers and, other professionals with the characteristics of faithfulness, piety, professionalism, competitiveness, and nation-oriented thoughts; (2) Developing and disseminating science, technology, sports, and arts; (3)

supporting the development of political life, economy, social-related matters, cultures, education, democratic, peace-loving, science conscientious, and civilized.

Based on that view, this study intends to identify and describe generic and specific competencies that shall be achieved by prospective teachers in Education Institution (TEIs) in Indonesia. Specifically, the study research project seeks to the information concerning with generic and specific competencies that shall be achieved by prospective teachers of selected teacher education institutions (TEIs) in Indonesia. The information on these generic and specific competencies that shall be achieved by prospective teachers understood and applied in the Teacher Education Curriculum specifically in terms of: Instructional planning; teaching methods and strategies; assessment and evaluation; and selection and utilization of instructional materials.

## **2. Literature Review**

In general perspective, the concept of competencies enables for a broad conceptual map of the comprehensive education of the citizen, including new approaches, such as significant learning in different areas: cognitive (knowing), psychomotor (know-how, skills), emotional, attitudes and values. It means that competencies cannot be reduced to simple professional performance, nor to the mere apprehension of knowledge to know how to do, but instead encompass a whole set of capacities, which are developed through processes that lead a responsible person to be capable of performing multiple actions (social, cognitive, cultural, sentimental, professional, productive), through which they project and display their capacity to resolve a given problem, within a specific and changing context. Competencies develop gradually through different levels of complexity, in different types: basic or fundamental, generic or common, specific or targeted and career-oriented. Competence is not an innate capacity, but instead can be developed and built up from each person's internal motivations. In Curriculum perspective, competencies are very important as the statement they shall be achieved in education program (Wahyudin, 2019).

Similarly, the definition of competencies given by Tuning (2018), is as follows: competencies represent a dynamic combination of knowledge, understanding, skills and abilities. Fostering these competencies is the object of educational program. In addition, competencies are formed in various course units and assessed at different stages. This opening up is in turn related to another no less relevant aspect: the growing demand for compatibility between the educational program of different universities, both within the same country and in different countries, to favor the recognition. The complexity and dynamism of these processes, together with other related phenomena, require

Another significant feature of Tuning (2018) is the choice to look at degrees in terms of learning outcomes and particularly in relation to competencies. Tuning deals with two types of competencies: generic competencies and subject-specific competencies. The critical aspect of comparable competencies and learning outcomes is that they allow flexibility and autonomy in the construction of curricula. In this respect, while the subject area related competencies are crucial for any degree and

refer to the specific attributes of a field of study, the generic competencies identify shared attributes which could be general to any degree, such as the capacity to learn, decision making capacity, project design and management skills, etc. which are common to all or most of the degrees. In a changing society where demands tend to be in constant reformulation, these generic competencies and skills become of great importance.

The methodology pursued by Tuning (2018) takes into consideration the fact that to collectively perform the stage of defining the most relevant competencies for a region, a list of generic competencies deemed important for all university graduates are prepared by the representatives of all the subject areas involved. This process is carried out via reflection and discussions both within and among subject area groups regarding their own understanding of what is relevant for the region. This stage comes to an end when the whole group reaches consensus about the selection of the most appropriate competencies for the region. This discussion regarding relevant competencies is developed within a context of intercultural wealth, encompassing different countries and disciplinary approaches. It is of importance to mention that this process to agree on competencies (generic and subject specific) was introduced for the first time for the involved academics. It was a simple practical introduction on how and the meaning of harmonization of academic

In addition to the generic competencies – many of which are hopefully developed, at least to certain level/extent in all study program - each learning program will certainly seek to foster more specific subject competencies. The subject areas involved in the exercise held intensive discussions to reach consensus concerning the issue of subject-related competencies for their discipline. Although the approaches have been very different, due to the type of the discipline, as well as depending on the country and region, all groups followed more or less the same procedure. Four stages of development can be recognized. At the beginning, the subject area group members, which belong to different HEIs and countries, informed each other about the present situation in their institutions, the type of program being designed as well as future perspectives. Furthermore, each group studied relevant documents in their countries related to the subject. In addition, the groups also tried to map their discipline in terms of existing specialization and professional occupations. The definitions of a discipline proved to a certain extent to be nationally based. Also, the role of related disciplines in the program differs from country to country and from institution to institution.

A second stage was characterized by intense discussions and exchange of opinions. These concentrated on the question whether it would be possible to define a “core curriculum”. The term itself gave birth to very rich discussions, because at present it means, or is taken to mean widely different things in different contexts, not only at country level but also at disciplinary level. All groups tried to identify the differences and analogies in the present systems, as well as in the program of study. As part of this stage each of the subject area groups prepared their own questionnaire which contained a series of competencies specific to the discipline. This questionnaire jointly with the generic one was presented at the level of the continent to different stakeholders (students, employers, graduates and academics) to

obtain their feedback. Respondents were also invited to add any subject specific competencies they thought were missing.

What relationship between competencies that shall be gained by students and teaching philosophies that shall be implemented during teaching learning process for gaining intended competencies? In 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 sand 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 (Bruff, 2007; Kaplan et al., 2008; and Meizlish & Kaplan, 2008).

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, and the goal is to provide students with the best education possible. Sarah (2006) describes a list of educational philosophies and their basic ideas. First, perennialism is a teacher-centered philosophy that focuses on the values associated with reason. It considers knowledge as enduring, seeks everlasting truths, and views principles of existence as constant or unchanging. Second, progressivism is a student-centered philosophy that believes that ideas should be tested by experimentation, and learning comes from finding answers from questions. This philosophy values the scientific method of teaching, allows individuals to have their own beliefs, and promotes the interaction of students as valuable to the learning process. Third, reconstructionism is another student-centered philosophy that promotes world social progress, focuses on world events, controversial issues, and developing a vision for a new better world. This philosophy is associated with pragmatism and essentialism. Fourth, positivism is a teacher-centered philosophy that rejects intuition, matters of mind, essences, and inner causes. This philosophy relies on laws of matter and motion as valid, and bases truth on provable fact. It is also known as logical positivism. Fifth, constructivism is a student centered philosophy that emphasizes hands on learning and students actively participating in lessons. Constructivists believe that students should be able to discover lessons on their own through hands on activity because it is the most effective way of learning and is considered true learning.

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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. Allison Boye (2015) on her article “Your Writing Teacher Philosophy” stated that every teaching starts learning happens. <sup>1</sup> It is suggested that approaching this task through metaphor to aid with the process. It consists (1) *conceptualization of learning*. It might consider addressing what learning means to someone or how she/he thinks that someone might also want to address how he conceptualize teaching – what does he think it means “to teach”, and how he believes him to facilitate the learning process as a “teacher”.; (2) *Conceptualization of teaching*. Perhaps naturally it should be a unique and personal reflection of the individual; (3) *Goals for students*. Addressing the goals for students is perhaps one of the most important components that can be included in teaching statement; (4) *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. (5) *Evaluation or assessment of goals*. It is including a discussion of assessment in teaching statements to help show alignment with goals and teaching methods.

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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 applications and tenure dossiers as well as applications for teaching awards or fellowships. The value of a teaching philosophy statement, however, extends even beyond these pragmatic and summative purposes. In addition as stated by Kearns and Sullivan (2001) that the very act of taking time to reflect on your teaching can help you clarify your own beliefs or reveal inconsistencies, thereby facilitating change and foster improvements that personal and professional growth.

Indeed, it seems difficult and reductive to limit the teaching of 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 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.

### 3. Methods of Research

The study utilized the descriptive method of research. Descriptive research is one in which information is collected without changing the environment of study. The study is a mixed-methods research. (qualitative and quantitative methods). Instruments used were questionnaires, interview, focus group discussion, and documentation study. Due to Covid-19, some data will be collected by using online instruments & zoom meeting.

The aim of this research is to discuss and clarify the general framework of teachers' competencies, especially on generic and specific competencies that shall be mastered by prospective teachers in Indonesia. This study is intended to present some empirical base data from selected Teacher Education Institutions (TEIs) in Indonesia concerning with generic competencies and specific competencies that shall be achieved by prospective teachers.

### 4. Result and Discussions

Based on literature and documentation review, it can be described the three sampled universities are as the following.

Universitas Pendidikan Indonesia (UPI) or Indonesia University of Education has served as LPTK (*Lembaga Pendidikan Tenaga Kependidikan*) - a higher institution for teacher education). UPI has decided to state its own vision to be "*a leading and outstanding university in education*". Relating to the university's teaching philosophy in UPI, it 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 that served by UPI is based on the philosophical beliefs that being professional teachers is a sustained process with referenced 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.

UPI being a higher institution consistently exercises its capacities in developing its core in the field of education. A leading and outstanding university (*Universitas Pelopor dan Unggul*) as its vision leads the way to respond the rapid develop of science, technology, and arts, which proves to be people's demands in the era of globalization. UPI initiates an innovation in the field of education. The mission of UPI has been determined as follows: 1) running educational programs to prepare professional teachers and other educational professions with highly global competitiveness, 2) developing with innovations theories of education and other disciplines and its implementation to be the base of stating national policy in education, 3) giving services to communities in professional ways in terms of helping solve existing problems in a national scope either in the field of education or other fields such as politics, economy, social related matters and cultures, and 4) generating internationalization of education through the development and networking and, partnership at national, regional and international levels.

UNM (*Universitas Negeri Makassar*) or Makassar State University 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 UNM is as the followings. (1) Developing human resources professionals in the field of education and non education who have: (a) faith, morals, values, ethics, intellectual integrity, tolerance of differences, and the aspirations and the advancement of science, technology, and art; (b) progress and the ability to practice leadership and personal intellectuality in his chosen field of work; (c) creative and critical minds, including troubleshooting intellectually through reading, researching, writing, and speak effectively.

(2) Creating a climate and academic culture that is conducive for students to: (a) prepare themselves completing undergraduate and graduate programs, and professional quality and appropriateness ; (b) respond to environmental preservation and demanding challenge of learning to cultivate the ability to solve problems; (c) 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 improvement of sources of government and community support through general recognition of programs and resources; (d) 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 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: (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, 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.

Universitas Negeri Padang (UNP) or in English Padang State University is a public university in Padang, West Sumatra, Indonesia, which was established on 23 October 1954. Its main campus is located at Jln. Prof. Dr. Hamka, Fresh Water, Padang City. Meanwhile, other campus locations are located at Limau Manis, Kota Bukittinggi, and Kota Pariaman. In 2011, UNP became one of 28 other state universities that were named by the Directorate General of Higher Education (Ditjen Dikti) as the 50 most promising universities in Indonesia, or 50 Promising Indonesian Universities. In 2016, UNP obtained accreditation with the A predicate from the National Accreditation Board for Higher Education (BAN PT).

The history of UNP begins with the establishment of PTPG Batusangkar on October 23, 1954. PTPG Batusangkar was founded in six departments, namely the Indonesian Language Department, the History Department, the English Department, the Economics Department, the Exact Science Department, and the Biology Department. The change of IKIP Padang to UNP was stipulated by Presidential Decree Number 93 of 1999. With the change of IKIP Padang to UNP, there was a change in the names of the faculties to become the Faculty of Education (FIP), Faculty of Social Sciences (FIS), Faculty of Language and Arts (FBS), Faculty of Mathematics and Natural Sciences (FMIPA), Faculty of Engineering (FT), Faculty of Sport Science (FIK) and Faculty of Economics (FE). Currently, Padang

State University has 7 Faculties and 82 study programs. For Postgraduate Program (S2), PPs UNP currently has 6 Study Programs.

Its Vision: To become one of the leading universities in the Southeast Asian region in the fields of education, science, technology, sports and arts in 2020 based on devotion to God Almighty.

Its Mission : (i) Organizing quality education in the fields of education, science, technology, sports, and arts based on devotion to God Almighty; (ii) Organizing research activities and disseminating knowledge, research results, and innovative learning models both at the national and international levels; (iii) Organizing community service activities as an effort to apply educational sciences, science, technology, sports and arts for the advancement of the nation; (iv) Improve university governance; (v) Increase local, national and international cooperation; (vi) Developing a foundation and implementing policies towards a university with international standards.

University Purposes: (i) To produce moral and religious professionals in the fields of education, science, technology, sports and the arts; (ii) Producing graduates who are competitive and adaptive to changes in the global environment; (iii) Creating intelligent, polite, physically and mentally healthy students; (iv) Produce scientific work and innovative learning models; (v) Disseminating knowledge, research results, and learning models at the national and international levels; (vi) Increasing the quality and quantity of the implementation of education science, science, technology, sports, and arts through community service; (vii) Community assistance in solving social problems by utilizing research results; (viii) The realization of good governance (good university governance); (ix) The implementation of quality services according to customer needs; (x) To establish cooperation at the local, national and international levels; (xi) The realization of superior universities in Southeast Asia in 2020; (xii) The development of an academic culture with a global perspective.

Its Motto: “*Alam Takambang Becomes Teacher*”. This motto means that the academic community of Padang State University is always responsive and proactive to their environment

The following is the description based on focus group discussion with selected respondents, among three samples of teacher education institutions (UPI, UNM, and UNP).

#### 4.1 Teaching Philosophy and Generic Competencies

1 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 university vision of UPI is to become “a leading and outstanding university in education” reaching UPI’s vision of the future, namely UPI aspiring to exist as a leading university, both in the quality of education and in educational innovations. Outstanding is the meaning of the ideals of the subsequent UPI should be one of the leading universities with the advantages being produced, especially in the field of education. So, it will be a role model to other universities. The underlying philosophy of education of teachers in UPI is Pancasila (The Five Principles) which is summarized and implemented under the motto of the university, namely: educative, scientific, and religious (*edukatif, ilmiah, dan religius*).

The vision and missions of UPI have been implemented by all lecturers in the dimension of *Tri Dharma PT* (three devotions of higher education services in Indonesia), namely: conducting education, research, and community services. In relation with the university teaching philosophy, it means that religious values and cultural core values, and ethics values are very important and become the basic of teaching at UPI. However, academic and professional competencies shall be underlined as a very important factor to lead all students to become professional teachers of the future.

#### 4.2 Teaching Philosophies and Generic Competencies in the Implementation

3 Based on focused group discussion (FGD) with lecturers, some points concerning with the teaching methods and strategies that is incorporated in the institution’s teaching philosophy are as follows. Based on the discussion, methods and learning strategies frequently used 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 SPOT media, an integrated online learning system, or by LMS (Learning Management System) media. In the field of language, respondents have confirmed that they frequently use methods and Approach: audio-lingual, bilingual, collaborative, communicative, scientific approach, and LEA (language experience approach). While the frequent strategies 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. So, the methods and strategies are often teaching practice, observation, and academic activities that is based on authentic setting.

#### 4.3 Teaching Philosophies and Generic Competencies in Assessment

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 consists 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 that is 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.

#### *4.4 Teaching Philosophies and Generic Competencies in Utilization of Facilities*

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) understand and improve the competence to be achieved by students as prospective teachers; (b) develop syllabi as well as lesson plan in according to the guidelines given by faculty as well as university; and (c) lecturer shall have proper knowledge on the students character. Some lecturers try to keep updating learning materials with current topics taken from e-Journals or e-Books.

Based on discussion, it can also be concluded that some lecturers have made integration between institutions teaching philosophy and individual lecturers teaching philosophy. It is reflected on 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, 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.

The following is description of the degree profile of revised programme in terms of generic and/or subject-specific competences among sampled universities.

**Table 1. Types of Competencies and Learning Outcomes**

<b>Competence</b>	<b>Type of Competence</b>	<b>Learning</b>
a. Having skills and ability in developing high order thinking skills (HOTS)	Generic Competence	Graduates are able to create and develop proper method in planning, developing, and applying high order thinking skills for students in primary schools.
Mastering the development characteristics of students in primary school	Generic Competence	Graduates are able to design and develop instrument in identifying characteristic of students in primary schools.
Mastering curriculum development process, its structure, content, and learning Outcome	Generic skills	Graduates are able to design and develop sillaby and lesson plan by describing core competencies, basic competencies and indicators in accordance with regulation such as Curriculum 2013 guideline.
Having skills and Smart literacy in implementing Information Communication and technology (ICT)	Generic skills	Graduates are able to design and develop simple model as well learning materials for enriching students' ability in using computers, smart ponos for education purpose.
Having capability in developing critical skills and problems solving skills in teaching learning context in classroom setting.	Generic skills	Graduates are able to design and develop program that can motivate and guide primary school student in implementing critical skills and problem solving skills, such as by developing 4 C programs: communicating, creating, collaborating, and creativity through a simple and motivating programs by games and simulations.

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. 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 compulsory. In this case, the lecturers have frequently utilized all learning sources such as main library collections and laboratory facilities provided by university to support instructional process. As supervising student teachers turn out to be more demanding, the role of lecturers as facilitators become more needed that supporting them with the use of

using information and communication technologies provided by the university. Nowadays, in UPI main campus site, IT 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 21<sup>st</sup> century.

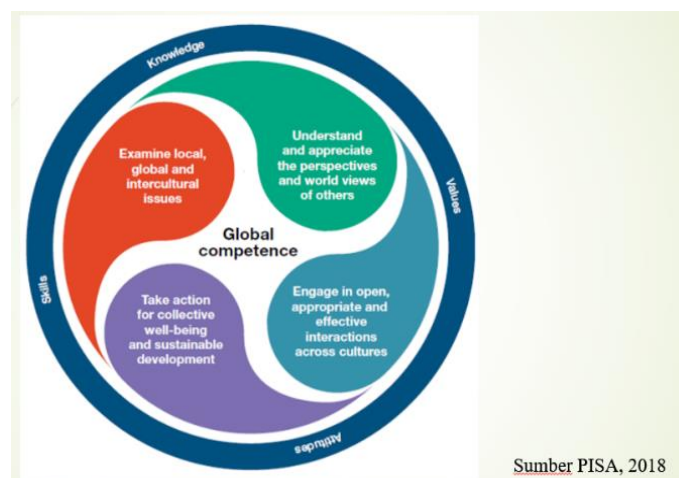
Based on the Focus Group Discussion (FGD), it can be described as the following.

This Focus Group Discussion is intended to share information and build understanding in terms of general competences and specific competences for teacher education in Indonesia. It is about teaching philosophy, and how these general and specific competencies are understood and applied in the teacher education curriculum, particularly in terms of: instructional planning, methods, teaching strategies, and evaluation.

Starting with the delivery of the concept of competence according to Braslavsky (UNESCO, 2012), “the concept of competency is a pillar of curriculum development and a driving force behind the process of change. It is defined as “the development of complex capacities that enable students to think and act in various fields of activity”. The concept of competence is a pillar of curriculum development and the driving force behind the change process. It is defined as “the development of complex capacities that enable students to think and act in various fields of activity. Competencies that can be learned by prospective teachers can be used by teachers in the implementation of the profession developed from the concept of teacher and professional education (profession driven competencies).

Teacher Education Institutions (LPTK) generic (general) competencies (applies to educational bachelor degree/programs (S.Pd): 1) Indonesian Education Philosophy, 2) Indonesian Education Policy, 3) Students (Cognitive, Affective), 4) Curriculum Development, 5) Learning Theory, 6 ) Culture and Society, 7) Communication Skills, 8) Science and Technology (21st Century), 9) Professional Attitude, 10) Personal and Professional Development, 10) 21st Century Skills (4 C + Management Of Feelings + Global Competencies .

In this regard, global competence according to PISA 2018 is described as follows:



**Figure 1. Global Competences (PISA, 2018)**



The application of global competencies to prospective teachers: able to study professional issues at the local, national and international levels (curiosity), able to respect the views of the profession of teachers / other people (society), able to work with colleagues and other teachers regardless of differences in fields of study, culture between himself and other teachers, able to develop / participate in developing innovative and creative ideas with other teachers for:

Teacher specific competencies: philosophy and specific educational objectives of subjects, subject curriculum, theory and method of subject learning (including active and meaningful learning), assessment of subject learning outcomes, especially authentic assessment, subject learning resources (including the environment) including analysis of textbooks, learning materials (including adjusting the level of difficulty of the material with the level of ability of students), development of mastery content and developmental content.

The fourth 21st century competences: learning competences, literacy competences, life competences, moral competences. The Learning Competences (The Four C's): critical thinking, creativity, collaboration, communication. The literacy competences (IMT): information literacy, media literacy, technology literacy. The life competences (FLIPS): flexibility, leadership, initiative, productivity, social competences. The Moral Competences (RT-HI): responsibility, truthfulness & honesty, integrity. The demands of professional teachers in the era of globalization: holistic personality, adaptive abilities, problem solving skills, innovative abilities, ICT skills, effective communication skills, professional teacher competences.

Competence is a set of knowledge, skills, and behaviors that must be possessed, lived in and mastered in carrying out professional duties.

1) Pedagogic Competence. Teacher core competencies with respect to: (a) Mastering the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects: (i) Mastering learning theory and principles of educational learning; (ii) Developing a curriculum related to the area of development being taught; (iii) Organizing educational development activities; (iv) Utilizing information and communication technology for the benefit of implementing educational development activities; (v) Facilitating the development of the potential of students to actualize their various potentials; (vi) Communicate effectively, emphatically, and politely with students; (vii) Carry out an assessment and evaluation of the process and learning outcomes; (viii) Utilizing the results of the assessment and evaluation for the benefit of learning; and (ix) Take reflective action to improve the quality of learning.

2) Personality Competencies. They are: (i) Acting in accordance with the religious, legal, social and national cultural norms of Indonesia; (ii) Present yourself as an honest and noble character, and a role model for students and society; (iii) Presenting yourself as a person who is stable, mature, wise and authoritative; (iv) Shows work ethic, high responsibility, a sense of pride in being a teacher and self-confidence; (v) Upholding the professional code of ethics for teachers.

3) Social Competence. They are : (i) Be inclusive, act objectively, and do not discriminate due to considerations of gender, religion, race, physical condition, family background, and socioeconomic status; (ii) Communicate effectively, empathically and politely with fellow educators, parents, and the community; (iii) Adapt at work in all areas of the Republic of Indonesia which have socio-cultural diversity; (iv) Communicating with the professional community itself and other professions orally and in writing or other forms.

4) Professional Competence. They are : (i) Mastering the material, structure, concepts, and scientific mindsets that support the subjects being taught; (ii) Mastering competency standards and basic competencies in the subject / field of development being handled; (iii) Developing creative learning materials; (iv) Develop professionalism in a sustainable manner by taking reflective action; (v) Utilizing information and communication technology to communicate and develop themselves.

## 5. Conclusion

1. Based on the FGD, generic and specific competencies have been adopted and developed by Teacher Education Institutions (TEIs) in Indonesia. However, they may be varied in terms of: Instructional planning; teaching methods and strategies; and evaluation.

2. It has been agreed by the three sample of Universities, that generic and specific competencies lead to the understanding of the philosophical issues and the implementation of curriculum. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies. Competencies represent a dynamic combination of knowledge, understanding, skills and abilities. Fostering these competencies is the object of educational programmes. In addition. competencies are formed in various course units and assessed at different stages.

3. In terms of Pedagogic Competence. Teacher core competencies with respect to: mastering the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects; mastering learning theory and principles of educational learning; developing a curriculum related to the area of development being taught; organizing educational development activities; utilizing information and communication technology for the benefit of implementing educational development activities; facilitating the development of the potential of students to actualize their various potentials; communicate effectively, emphatically, and politely with students; carry out an assessment and evaluation of the process and learning outcomes; utilizing the results of the assessment and evaluation for the benefit of learning; take reflective action to improve the quality of learning.

4. In terms of Personality Competencies, they have been developed in various ways. It covers: acting in accordance with the religious, legal, social and national cultural norms of Indonesia; present yourself as an honest and noble character, and a role model for students and society; presenting yourself as a person who is stable, stable, mature, wise and authoritative; shows work ethic, high responsibility, a sense of pride in being a teacher and self-confidence; Upholding the professional code of ethics for teachers.

5. In terms of Social Competence, they have been developed in various ways. They are : be inclusive, act objectively, and do not discriminate due to considerations of gender, religion, race, physical condition, family background, and socioeconomic status; communicate effectively, empathically and politely with fellow educators, parents, and the community; Adapt at work in all areas of the Republic of Indonesia which have socio-cultural diversity; communicating with the professional community itself and other professions orally and in writing or other forms.
6. In terms of Professional Competence, they have been developed in various ways and methods. They are : mastering the material, structure, concepts, and scientific mindsets that support the subjects being taught; mastering competency standards and basic competencies in the subject/field of development being handled; developing creative learning materials; develop professionalism in a sustainable manner by taking reflective action; utilizing information and communication technology to communicate and develop themselves.
7. In all sample of studies, it was found that generic and specific competencies have implications to classroom management, pedagogy approaches, facilitating and evaluating learning, and curriculum development. The study also found that based on empirical data from selected TEIs concerning with generic competencies and specific competencies that shall be achieved by all prospective teachers.

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