The Development of Hybrid Learning Curriculum Model for Improving Teachers Competencies in Teacher Education Institutions in Indonesia and South Korea

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Abstract— *It is believed that improving the quality of education at higher education level will bring a positive impact for the creation of a qualified teacher. Process of education does not merely transfer knowledge, but it should be able to build young generation as civilized nation, moral and noble citizens. In preservice teacher education, teacher candidates will be strongly influenced by continous program in pedagogy and subject content learning experiences. Therefore, the implementation of character education for prospective teachers need to be increased through various programs, including through using hybrid learning on character education curriculum in preservice teacher education in Indonesia and South Korea. The method used is a research and development (R & D). It is simplified in three steps: a preliminary study, model development and model validation. Objectives of this study are: (i) determining condition of existing learning process on character education; (ii) developing hybrid learning model of character education, that can enhance the competency of graduates in preservice teacher education in Indonesia and South Korea. Outcome of the study is to develop a model of hybrid learning curriculum to enhance graduate competencies in UPI by comparison with Chungnam National University (CNU) South Korea.*

Keywords— Hybrid learning, teacher education curriculum, teacher competencies.

I. INTRODUCTION

In national and international perspective, the needs for qualified teachers directly are continually done by the management of teacher education. These are indicated by constantly improving the quality of educational programs offered. It is believed that improving the quality of education at higher education level will bring a positive impact for the creation of a qualified teacher. In order to create a quality teacher education, referred to the research results done by Darling-Hammond and Bransford (2005), they mentioned that at least there are three important elements in the design of teacher education programs should be improved. The three elements are: (1) Content of teacher education, in connection with the material to be given to the students, how to give, how to integrate various means such materials, as well as how its expansion so that students have the cognitive map that will help them see the relationship between domain knowledge and its use in practice teaching in the field to encourage their students to learn. (2) the learning process, in relation to the compilation of the curriculum that aligns with student readiness and fundamental in the process of learning and practice material that can create understanding through creative students actively in class. (3) The context of learning, which is concerned with the creation of contextual learning process to develop a student practical expertise. Learning context to be applied well in these domains as well as teaching material through professional learning communities (schools). In teacher education, the mastery of theory, method, learning strategy that teaches that the lectures in class should be linked and integrated with how the participants learn in school with all social cultural background. Those unity will directly form the fact of learning environment intact - "Shaping the nature of the teaching and learning environment" (Loughran, 2010). Therefore, it is important for education of teachers through conditioned through real situations in the school setting.

The implementation education is not merely transfer knowledge and know-how and technology. Moreover, education should be able to develop a civilized nation, moral and honorable. Towards professional maturity of the student teachers training institution are very influenced by pedagogical touch and forging a learning experience and character building (character building), both at the time period during they attend college teacher education (preservice teacher education), or forging experience and professional development at the time when they worked at the school through service and in-service program on education that they served in school.

II. LITERATURE REVIEW

The foundations of curriculum is reflected in the spirit of curriculum management is steady, reliable, systematic, participatory, transparent, and accountable, both in the study of the curriculum as science, curriculum as a system, curriculum as a plan, or the curriculum as a sustainable process (Kalantzis & Cope, 2010). The curriculum can be seen as an instrumental strategic input in educational programs. Peter F. Oliva (1988), and Wahyudin (2014), confirmed that the curriculum should be an instrument of reconstruction of knowledge systematically developed to control managerial educational institutions; curriculum as that reconstruction of 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 knowledge and experience

systematically developed under the auspices of the 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. Hunkins and Ornsteiin, 2009, Darling Hammond, 2005).

Before addressing the meaning of teacher competence, we must first establish the meaning of competence. Competency is a term used extensively by different people in different contexts; hence, it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a "competency-based" teacher education and include the *knowledge, skills and values* a teacher-trainee must demonstrate for successful completion of a teacher education programme. Competency is a term used extensively by different people in different contexts; hence, it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a "competency-based" teacher education and include the *knowledge, skills and values* a teacher-trainee must demonstrate for successful completion of a teacher education programme (Houstan, 1987).

Some characteristics of a competency are as follows: A competency consists of one or more skills whose mastery would enable the attainment of the competency; A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude; Possessing a performance dimension, competencies are observable and demonstrable; and competencies are observable, they are also measurable. It is possible to assess a competency from a teacher's performance. Teaching competencies may require equal amounts of knowledge, skill and attitude, but some will not. Some competencies may involve more knowledge than skill or attitude, whereas, some competencies may be more skill or performance based.

Related to hybrid curriculum, Mainnen (2008) has confirmed that "hybrid learning has several alternative name that is mixed learning, hybrid learning, e-Learning and Hybrid learning melted (Finnish)" Because of this mixture model learning more use of e-learning in the face-to-face lectures or residential and visit the tutorial, the author uses the term Hybrid e-Learning. Additionally Heinze (2008: 14) also sees "a better term for 'hybrid learning' is' hybrid e-learning". Hybrid e-Learning is an issu latest education in the development of globalization and e-learning technologies. In

addition, the research Sharpen (2006) and Alavi (2003) found that many institutions that have developed with their own language, the definition of hybrid or practice. Hybrid e-Learning has merged aspects of e-learning The annual: web-based instruction, streaming video, audio, synchronous and asychronous comunication, etc: with traditional, face-to-face "learning. Than two obtained similarity definition of hybrid e-learning that is merging aspects of e-learning, including web-based instruction, streaming video, audio, synchronous and asychronous comunication or best aspects of information technology application of e-learning with face-to-face activities. Hybrid e-learning is also a new approach or a new model. (Susan, 2013, Zhao 2008).

Hybrid e-Learning offers a new approach for combining Runway learning delivery modes, Normally is online and face-to-face teaching to two remote sites by means of Hybrid e-Learning, a combination of face-to-face and distance learning. Statement from Zhao also highlighted the latest learning approach but combined delivery of messages in two ways online and face-to-face teaching in a place away from the way hybrid e-learning, a combination of face-to-face and distance education. In essence meenggabungkan two learning approaches used to be a new learning approach. Further hybrid learning has been defined in Cisco System (2001) and Bhonk, 2006): as the combination of the characteristics found from Lingo traditional learning and e-learning environments.

In addition, hybrid or blended learning refers to a combination of face-to-face learning, including but not confined to lectures, and online learning (Garrison & Kanuka, 2004; Reasons, Valdares, & Slavkin, 2005. The course had to be hybrid or blended according to the definition above. Courses that are fully online, even if students can meet with faculty or TAs during office hours, were eliminated. Courses that only employ educational technology that are not web-based (e.g., lectures with PowerPoint slides) were also eliminated. The implementation had to include some kind of quantitative measure of student learning.

In relation to competencies, according to (Shmelev, 2002), *competency is more than just knowledge and skills;* it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. Competency is essential to an educator's pursuit of excellence. He believed that teachers need a wide range of competencies in order to face the complex challenges of today's world. Teaching competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world, itself. It means that the central figures in the educational process are teachers. The success of training and education depends on their preparation, erudition and performance quality. (Davenport, 2006; Darling Hammond, 2005, Ornstein, 2009).

III. RESEARCH METHOD

This study uses research and development (R &D). This research can be developed within 2 years (multi-year). Following the general scheme of research. The 1st year period : preliminary study; analyses study, developing hypothetical

model, study comparative on TEIs in Indonesia and South Korea. In this case, the samples are Universitas Pendidikan Indonesia, and Chungnam Normal Unversity (CNU). During preliminary study, is also using mixed-methods research. Specifically, conducting FGD (Focus Group Discussion) among lecturers in the Faculty of Educational Sciences and giving questionares to students. The content analysis method will be employed to be analysed from documents the teaching philosophy of the sampling two faculties. Interviews of faculty management are conducted.

In the 2nd year period, the activities are as follwed: developing model, try out and validating model, analysing models by conducting FGD in abroad university, reporting dissemination, writing reporting final report and publishing articles and books.

IV. RESULTS AND DISCUSSION

Based on the FGD (Focused Group Discussion) and questionares given to international postgraduates as well as undergraduate students from College of Eduaction CNU, most of the sampled students revealed that they always incorporate their learning styles and the teaching learning activities and curriculum development in term of planning with mean of 3.2000 and standar errors .09608.

Based on questionares from CNU international students concerning with planning, it covers as follow: (i) Having related reading materials before attending the class; (ii) Having prepared before attending in-clsass sessions as assigned; (iii) Getting self-preparedness prior to attending lectures as part of the learning process; (iv) Discussing related topics before the learning process are held; (v) Having ready with notes before presenting a topic of discussion as assigned in groups or individually tasks; (vi) Searching for relevant sources as references before coming to a class; (vii) Selecting relevant sources of information to the completion of assignments; (viii) Getting prepared to ask questions during a class session; (ix) Consulting with lecturers several days before class begin.

Based on questioners from CNU international students concerning with the implementation, it covers as follow: (i) Asking questions to Lecturers about things student think hard to comprehend during the class session; (ii) Making efforts to answer lecturer's questions during the process of learning; (iii) Attentively listening to lecturer's presentation; (iv) Solving problems as they are raised by the lecturers; (v) Having responses to lecturer's set of problems following an explanation on matters dealing with the course; (vi) Getting involved in the fellow student's presentation in class; (vii) Exercising student's critical thinking supported by various kinds of resources and updated literatures; (viii) Relatively unactive during the class presentation; (ix) Actively contributing insights to the discussion being held during the class; (x) Wrapping up the essentials of the discussion as a result of problem-solving mode of ending the session; (xi) Having responses to generate the very core of matters upon completing a discussion; (xiii) Submitting work as assigned to the lecturers on time; (xiv) Applying further consultation with

lecturers when finding difficult topics during the class; (xv) Making notes and pointers after the class is over.

Based on questionares from CNU international students concerning with the Evaluation, it covers as follow: (i) Sitting for mid-term examination and final examination on time; (ii) Conducting a self-evaluation during the process of learning; (iii) Conducting a self-assessment in order to make it possible for the student to gain betterments learning achievement; (iv) Giving feedback for peer evaluation after the class; (v) Giving feedback or comments, in accomplishing the coming assignments; (vi) Giving feedback or comments to lecturers concerning with teaching learning process that they have done; (vii) Conducting consultation with lecturers when find difficulty in doing the exam.

TABLE I. College of education CNU South Korea's statistics.				
		Teaching learning activities and curriculum development in terms of planning	Teaching learning activities and curriculum development in terms of implementation	Teaching learning activities and curriculum development in terms of evaluation
N	Valid	40	40	40
	Missing	0	0	0
Mean		3.2000	3.5750	3.2250
Std. Error of Mean		.09608	.11815	.09120
Median		3.0000	4.0000	3.0000
Std. Deviation		.60764	.74722	.57679
Variance		.369	.558	.333
Range		2.00	2.00	2.00
Minimum		2.00	2.00	2.00
Maximum		4.00	4.00	4.00

TABLE II. Incorporating the teaching learning activities and curriculum development in terms of planning.				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	0	0	0	0
	Important	4	10.0	10.0	10.0
	Very Important	24	60.0	60.0	70.0
	Strong	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Table II above shows respondents' answers on incorporating their institutions' teaching learning activities and curriculum development in terms of planning (such as: Having related reading materials before attending the class; Having prepared before attending in-class sessions as assigned; Getting self-preparedness prior to attending lectures as part of the learning process; Discussing related topics before the learning process are held; Having ready with notes before presenting a topic of discussion as assigned in groups or individually tasks; Searching for relevant sources as references before coming to a class; Selecting relevant sources of information to the completion of assignments; Getting prepared to ask questions during a class session; Consulting with lecturers several days before class begin). More than a half (60%) of the respondents answer *very important*. Less than half (30%) of the respondents answer *strong*, and a small

number (10%) of the respondents answer *important*. Although they have prepared teaching learning activities and curriculum development in terms of planning very well (more than 60%), they need some improvement in discussing related topics before the learning process are held and searching for relevant sources as references before coming to a class.

TABLE III. Incorporating the teaching learning activities and curriculum development in terms of implementation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	0	0	0	0
	Important	6	15.0	15.0	15.0
	Very Important	5	12.5	12.5	27.5
	Strong	29	72.5	72.5	100.0
	Total	40	100.0	100.0	

Table III above shows that the respondents's answer to the questions on incorporating the institution's the teaching learning activities and curriculum development in terms of implementation (such as :Asking questions to Lecturers about things student think hard to comprehend during the class session; Making efforts to answer lecturer's questions during the process of learning; Attentively listening to lecturer's presentation; Solving problems as they are raised by the lecturers; Having responses to lecturer's set of problems following an explanation on matters dealing with the course; Getting involved in the fellow student's presentation in class; Exercising student's critical thinking supported by various kinds of resources and updated literatures; Relatively unactive during the class presentation; Actively contributing insights to the discussion being held during the class; Wrapping up the essentials of the discussion as a result of problem-solving mode of ending the session; Having responses to generate the very core of matters upon completing a discussion; Submitting work as assigned to the lecturers on time; Applying further consultation with lecturers when finding difficult topics during the class; Making notes and pointers after the class is over. Based on the data it can be described as follow: More than a half (72,5%) of the respondents answer *strong*. A small number (15% and 12,5%) of 2 groups of respondents answer *very important* and *important*. Although they have attended teaching learning activities and curriculum development implementation very well (more than 65%), they need some improvement on solving problems as they are raised by the lecturers and having responses to lecturer's set of problems following an explanation on matters dealing with the course. In addition, they need also more active and getting involved in the fellow student's presentation in class and doing and exercising student's critical thinking supported by various kinds of resources and updated literatures. They feel also relatively unactive during the class presentation due to language barrier in English as well as Korean Langauge.

Table IV shows the respondents' answers to the questions about applying the institution's the teaching learning activities and curriculum development in terms of evaluation (Sitting for mid-term examination and final examination on time; Conducting a self evaluation during the process of learning;

Conducting a self assessment in order to make it possible for the student to gain betterments learning achievement; Giving feedback for peer evaluation after the class; Giving feedback or comments, in accomplishing the coming assignments; Giving feedback or comments to lecturers concerning with teaching learning process that they have done; Conducting consultation with lecturers when find difficulty in doing the exam. Based on the data it can be described as follows:

More than half (62,5%) of the respondents answer *very important*. Less than a half others (30%) answer *strong*, and a small number (7,5%) of the respondents answer *important*. Although they have attended teaching learning activities and curriculum development implementation very well (more than 65%), they need some improvement on evaluation stages such as on conducting a self-assessment in order to make it possible for the student to gain betterments learning achievement and in giving feedback for peer evaluation after the class. In addition, some international students respondents also need for improvement on expressing and giving feedback or comments in accomplishing the coming assignments and asking consultation with lecturers when they find difficulty during the exam.

TABLE IV. Applying the teaching learning activities and curriculum development in terms of evaluation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	0	0	0	0
	Important	3	7.5	7.5	7.5
	Very Important	25	62.5	62.5	70.0
	Strong	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

V. CONCLUSION

1. The curriculum can be seen as an instrumental strategic input in educational programs. Curriculum should be an instrument of reconstruction of knowledge systematically developed to control managerial educational institutions; curriculum as that reconstruction of school and university to enable the learners to increase his or her control of knowledge and experience. In curriculum perspective, aspect of philosophy of teaching is very important in the educational institutions. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies.

2. In Teacher education perspective, competencies are the requirements of a "competency-based" teacher education and include the *knowledge, skills and values* a teacher-trainee must demonstrate for successful completion of a teacher education programme. Some characteristics of a competency are as skills whose mastery would enable the attainment of the competency and competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude.

3. The university's teaching philosophy and teachers competencies have been well understood by all faculty members, in UPI and CNU, especially sampled faculties under this 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 lectures in the faculty see to it that elements of imperative points as core contents of the curriculum development in all departments and faculties. As a matter of fact, most lecturers are eager to be parts of institution in producing very promising qualified future teachers, but they still need continuous guidance in improving teachers competencies program.

4. In term of curriculum planning, sampled students as future teachers in Indonesia and South Korea have prepared teaching learning activities and curriculum development in terms of planning very well (more than 60%), they need some improvement in discussing related topics before the learning process are held and searching for relevant sources as references before coming to a class.

5. In implementation stage, in South Korea, although they have attended teaching learning activities and curriculum development implementation very well, they still need some improvement on solving problems as they are raised by the lecturers and having responses to lecturer's set of problems following an explanation on matters dealing with the course.

6. In evaluation stages, Indonesia and Korea sampled respondents have attended teaching learning activities and curriculum development implementation very well, they need some improvement on evaluation stages such as on conducting a self assessment in order to make it possible for the student to gain betterments learning achievement and in giving feedback for peer evaluation after the class.

7. In South Korea, student tends to attend teaching learning actively, as having responses to lecturer's set of problems following an explanation on matters dealing with the course.

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