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A View on Teaching Philosophy in Curriculum Implementation at the Indonesia University of Education

ABSTRACT: *Efforts have been done by TEIs (Teacher Education Institutions) in Indonesia. UPI (Indonesia University of Education) in Bandung is having effort to reformulate its curriculum. The formula of redesign of professional education for teachers that was developed by UPI is a response to need for better teacher education. This study focused on philosophy of education in the implementation of curriculum in Study Program at UPI. In curriculum implementation, 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. Teaching philosophy of individual lecturer is based on the university and faculty's vision and mission, concept, beliefs, and attitudes on teaching, and how they put these into the teaching-learning process. This has implications to classroom management, pedagogy, facilitating and evaluating learning, and curriculum development. This study presents some empirical base data from two faculties in UPI, namely FIP (Faculty of Educational Sciences) and FPTK (Faculty of Technology and Vocational Education). Instruments used were questioners, interview, focused group discussion, and documentation study. Result shows that the implementation of curriculum and individual teaching philosophies of lecturers are strongly influenced and inspired by institutional teaching philosophy and its vision and mission.*
KEY WORD: *Curriculum Development; Teaching Philosophy; Teacher Education; Indonesia University of Education; Implementation of Curriculum.*

RESUME: *"Pandangan tentang Falsafah Pembelajaran dalam Implementasi Kurikulum di Universitas Pendidikan Indonesia". Pembenahan LPTK (Lembaga Pendidikan Tenaga Kependidikan) di Indonesia terus dilakukan. UPI (Universitas Pendidikan Indonesia), sebagai salah satu LPTK di Indonesia, tengah melakukan reformulasi pendidikan profesional guru, sebagai respon terhadap tuntutan kebutuhan guru yang lebih bermutu dan bermartabat. Studi ini memfokuskan pada kajian falsafah pembelajaran dalam implementasi kurikulum di UPI. Studi ini menggunakan pendekatan penelitian kualitatif dan kuantitatif, dengan sampel melibatkan unsur pimpinan fakultas dan program studi. Dalam implementasi kurikulum, telaah filsafat pembelajaran menjadi isu penting dalam praktek di fakultas atau jurusan. Hal tersebut diimplementasikan dalam situasi belajar-mengajar, penelitian, ataupun dalam mengembangkan kebijakan pendidikan. Penelitian ini menyajikan beberapa data dasar empiris dari dua Fakultas di UPI, yaitu FIP (Fakultas Ilmu Pendidikan) dan FPTK (Fakultas Pendidikan Teknologi dan Kejuruan), yaitu bagaimana falsafah pembelajaran yang dianut setiap individu dosen dipengaruhi pula oleh sistem nilai, visi dan misi universitas, fakultas, dan program studi. Instrumen yang digunakan adalah kuesioner, wawancara, FGD (Focused Group Discussion), dan studi dokumentasi. Hasil penelitian menunjukan bahwa dalam implementasi kurikulum dan filosofi mengajar individu dosen sangat dipengaruhi dan terinspirasi oleh filosofi, sistem nilai, serta visi dan misi lembaga penaungnya.*
KATA KUNCI: *Pengembangan Kurikulum; Falsafah Pendidikan; Pendidikan Guru, Universitas Pendidikan Indonesia; Implementasi Kurikulum.*

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INTRODUCTION

Some efforts have been made by the UPI (Indonesian Education University) in Bandung, West Java, Indonesia are, among others, by formulating "Re-Design Professional Teacher Education". It is one response to the demands of high quality teachers in nationwide (Kartadinata *et al.*, 2010). The program is characterized by, among others, a deep mastery of the field being taught; a deep understanding of the potential and development of learners; in-depth mastery of knowledge and skills pedagogy, both general and specific in nature; and has the ability to communicate, either for the purpose of interpersonal well as to develop the attitude, motivation, self-confidence, adaptability, resilience, and the personality of the learner (Kartadinata *et al.*, 2010).

In the curriculum view, teacher professional education initiated by UPI, based on three key assumptions. *First*, career professional teachers should be understood as a continuous process, lasts longer, and need ongoing coaching. *Second*, the professional teacher education reform must be started from the effort to create coherence in the educational curriculum, both structurally and conceptually, in order to obtain teacher education programs more sustainable. *Third*, curriculum management gives significant influence to the flow and the chain of learning and academic culture for teacher education institutions (Kartadinata *et al.*, 2010; and Wahyudin, 2014).

Thus, the management of curriculum development related to the degree of management or management aspect in planning, implementation, and evaluation of the curriculum. This is with regard to the distribution and availability of documents curriculum in schools, dissemination of ideas and documents, provision of professional assistance, planning and implementation of programs, qualifications and workload of the teaching staff, the atmosphere and working facilities, process monitoring, and follow-up program (Hunkins & Ornstein, 2009; and Wahyudin, 2014).

This study focused on philosophy of education in the implementation of curriculum in two faculties in UPI, namely FIP (Faculty of Educational Sciences) and FPTK (Faculty of Technology and Vocational Education). In curriculum implementation, 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 (Bar-Yam *et al.*, 2002; and Fry, Ketteridge & Marshall eds., 2009).

In curriculum practices, the philosophy of education leads to the understanding of the philosophical issues in the educational institutions. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies. Every teaching philosophy is based on the faculty's vision, mission, concept, beliefs, and attitudes on teaching; and how they put these into the teaching-learning process. This has implications to classroom management, pedagogy, facilitating and evaluating learning, and curriculum development (Chan, 1997; Fry, Ketteridge & Marshall eds., 2009; and Ogwora *et al.*, 2013).

Every teacher education institution, as in UPI, aims to train future teachers who have epistemological knowledge on philosophy and teaching philosophies that will lead them to a successful teaching profession in next period of time in schools.

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 cited also by Dinn 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 knowledge and experience systematically developed under the auspices of the school and university to enable the

learners to increasing 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 and 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 (Fry, Ketteridge & Marshall eds., 2009; and Zuljan & Vogrinc eds., 2010). In this context, Peter F. Oliva (1988) and Dinn Wahyudin (2014) 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 (Oliva, 1988; and Wahyudin, 2014). 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 (Knight & Collins, 2014). Drawing on evidences and wide-ranging researches from within cognitive psychology, we go on to make a case for change within teacher education programs.

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 Ganly (2012) and Allison Boye (2015), for example, described a list of educational philosophies and their basic ideas (Ganly, 2012; and Boye 2015).

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*, re-constructionism 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 (Ganly, 2012; and Boye, 2015).

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; Kaplan *et al.*, 2008; and Meizlish & Kaplan, 2008).

In higher education level, UNESCO (2009) again 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 (UNESCO, 2009). In line with that statement, Allison Boye (2015), on her article "Writing Your Teaching Philosophy", stated that every teaching starts learning happens (Boye, 2015). 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 (Boye, 2015).

On the other perspective, Nancy Van Note Chism (1998) and Allison Boye (2015) write that what's 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 (Chism, 1998; and Boye, 2015). 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 (Boye, 2015).

In addition, as stated by K.D. Kearns & C.S. Sullivan (2010), that the very act of taking time to reflect on your teaching can help you to clarify your own beliefs or reveal inconsistencies, thereby facilitating change and foster improvements that personal and professional growth (Kearns & Sullivan, 2010). 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 (Taylor & Parsons, 2011).

It is believed that a teacher education institution's teaching philosophy may be explored in two levels: through artificial philosophy; and through its organic philosophy. In recognition to this statement, the study explores both of these levels by looking at: (1) the implementation of curriculum from the perspective of teaching philosophy of the two faculties, namely Faculty of Educational Sciences and Faculty of Technology and Vocational Education in UPI; and (2) the lecturers' actual understanding of their institutional teaching philosophy as reflected in their actual planning, instructional approaches, and methodologies in the context of curriculum development.

RESEARCH METHOD

This study utilizes the descriptive method of research. Descriptive research is one in which information is collected without changing the environment/setting of study. It can provide any information about the naturally occurring status, behavior, attitude or other characteristics of a particular group. 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 (Pope, Ziebland & Mays, 2000; Attride-Stirling, 2001; and Johnson & Christensen, 2004).

Moreover, the study is a mixed-methods research. Specifically, as to qualitative methods, content analysis, interviews, and

FGD (Focused Group Discussion) among lecturers and faculty as well as management of two faculties, namely FIP (Faculty of Educational Sciences) and FPTK (Faculty of Technology and Vocational Education) in UPI (Indonesia University of Education) in Bandung, West Java, Indonesia. 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. The FGDs for lecturers and students are employed to look into how lecturers in two faculties concerning with teaching philosophy in their classes in terms of teaching methods and strategies, assessment and evaluation, and selection and utilization of instructional materials (*cf* Marsh, 1984; Centra, 1993; Johnson & Christensen, 2004; and Bunoti, 2010).

RESULTS AND DISCUSSION

In university level, UPI (Indonesia University of Education) in Bandung, West Java, Indonesia has served as a higher institution for teacher education; and stating its own vision to be "*a leading and outstanding university in education*" (Zulkabir & Suwirta eds., 2010). 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 (Presiden RI, 2005; and Aripin, 2009).

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

Table 1:
View of Head of Departments in Implementing Curriculum at the UPI

No	Aspects	Score	Ideal Score	Precentage
1.	Foundations and principles re-design of curriculum.	1302	1645	79.15
2.	Curriculum components.	749	940	79.68
3.	Delivery system and implementation.	1150	1410	81.56
4.	Evaluation and curriculum implementation.	361	470	76.81
5.	Curriculum management.	337	470	71.7
6.	Providing facilities.	353	470	75.11
7.	Human resources mapping.	332	470	70.64
8.	Collaboration and coordination.	687	940	73.09
9.	Professional development services.	165	235	70.21

education program giving rise to the improvement of pedagogic knowledge and skills includes three main activities: (1) transfer of teaching experience in authentic setting; (2) integration of teaching theories and practices about learning to teach in the context of practice and practice; and (3) collaboration in professional communities, especially with primary and secondary school communities.

The following data shows aspects of redesigning curriculum viewed by Head of Departments in UPI concerning with the aspects of Redesign of Curriculum. There are nine aspects related to the redesign of new curriculum in UPI. They are: foundations and principles re-design of curriculum; curriculum components; delivery system and implementation; evaluation and curriculum implementation; curriculum management; providing facilities; human resources mapping; collaboration and coordination; and professional development services (interview with Respondent A, 5/10/2015; and interview with Respondent B, 9/10/2015). See also the table 1.

Based on table 1, the management of departments/study programs in curriculum implementation is in a category
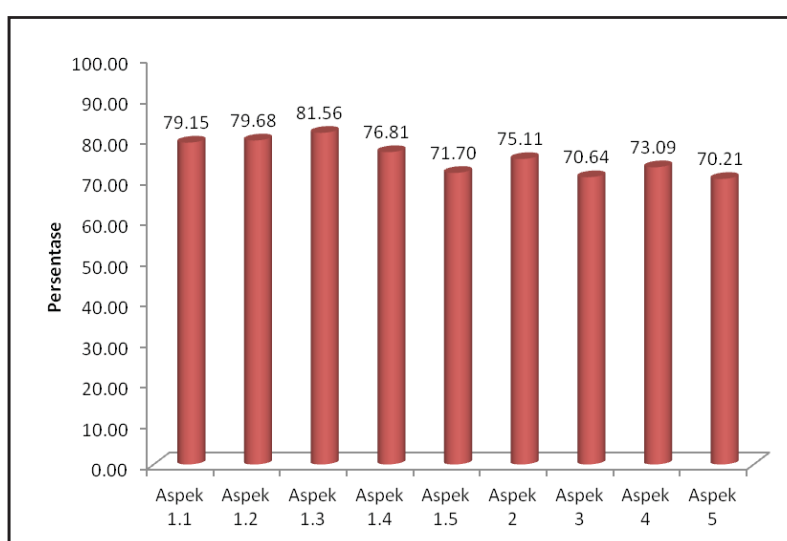
Graph 1:
Views of Head of Departments/Study Programs in Aspects of Organization in Implementing New Curriculum at UPI

of "knowing and understanding"; and only one aspect in the category "very knowing and understanding" that aspect of "delivery system" in the implementation of the curriculum. If the department level management viewed of aspects of curriculum implementation, it can be depicted in graphic form, as presented in graph 1.

The following is incorporating the teaching philosophy in curriculum planning, implementation, assessment, from the point of view of lecturers in two faculties in UPI (Indonesia University of Education) in Bandung, West Java, Indonesia. The data is based on GD (Focused Group Discussion) with respondents, related documents that

available in two faculties, i.e. FIP (Faculty of Educational Sciences) and FPTK (Faculty of Technology and Vocational Education) at UPI; and interviews with students as selected respondents.

First, **the Application of Teaching Philosophy in Curriculum Planning.** For FIP (Faculty of Educational Sciences) at the UPI (Indonesia University of Education), based on FGD (Focused Group Discussion) 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 (interview with Respondent A, 5/10/2015; interview with Respondent C, 15/10/2015; and interview with Respondent E, 19/10/2015).

For FPTK (Faculty of Technology and Vocational Education) at the UPI, based on 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 faculty members, most lecturers and head of departments 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 (interview with Respondent B, 9/10/2015; interview with Respondent D, 17/10/2015; and interview with Respondent F, 20/10/2015).

Second, **the Application of Teaching Philosophies in Curriculum Implementation.** For FIP (Faculty of Educational Sciences) at the UPI (Indonesia University of Education), based on FGD (Focused Group Discussion) 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 (interview with Respondent A, 5/10/2015; interview with Respondent C, 15/10/2015; and interview with Respondent E, 19/10/2015).

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 by lecturers. 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.

For FPTK (Faculty of Technology and Vocational Education) at the UPI, based on 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 (interview with Respondent B, 9/10/2015; interview with Respondent D, 17/10/2015; and interview with Respondent F, 20/10/2015).

In general, the methods used include expository approach in the form of varied lectures and question-answer and discussion among students. Inquiry and problem solving methods are frequently used by lecturers. As it has been mentioned that the process of academic and profession education program in the faculty gives rise to the improvement of pedagogic knowledge and skills, transfer of teaching experience in authentic setting, and integration of teaching theories and practices. In addition, project based learning is often used in teaching practice, observation, and academic activities that is based on authentic setting. Practice in factories and working place learning are also common things in this faculty.

Third, **the Application of Teaching Philosophies in Assessment.** For FIP (Faculty of Educational Sciences) at the UPI (Indonesia University of Education), based on the FGD (Focused Group Discussion), most of the teacher education faculty members revealed that they always incorporate their institution's teaching philosophy in their assessment and evaluation with mean of 3.5200. Based on 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 (interview with Respondent A, 5/10/2015; interview with Respondent C, 15/10/2015; and interview with Respondent E, 19/10/2015).

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 (interview with Respondent A, 5/10/2015; interview with Respondent C, 15/10/2015; and interview with Respondent E, 19/10/2015).

For FPTK (Faculty of Technology and Vocational Education) at the UPI, 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 with mean of 3.4800. 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 (interview with Respondent B, 9/10/2015; interview with Respondent D, 17/10/2015; and interview with Respondent F, 20/10/2015).

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. It can be conclude that they employ both traditional and authentic alternative assessment. Asssessment practice in factories and working place learning and assessment

Table 2:
Faculty of Educational Sciences' Statistics

		Incorporating the teaching philosophy in curriculum planning	Incorporating the teaching philosophy in curriculum implementation	Apply the teaching philosophy in assessment
N	Valid	70	70	70
	Missing	0	0	0
Mean		3.5714	3.4	3.5714
Std. Error of Mean		0.0803	0.07722	0.07768
Median		4.0000	3.0000	4.0000
Std. Deviation		0.67182	0.64606	0.64989
Variance		0.451	0.417	0.422
Range		2.00	2.00	2.00
Minimum		2.00	2.00	2.00
Maximum		4.00	4.00	4.00

Tabel 3:
The Implementation of Teaching Philosophy in Curriculum 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**	**-**

Tabel 4 :
The Incorporation of Teaching Philosophy in Curriculum Implementation (Methods and Strategies)

		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**	**-**

are also common things in this faculty collaborated with industries (interview with Respondent B, 9/10/2015; interview with Respondent D, 17/10/2015; and interview with Respondent F, 20/10/2015).

In terms of statistical data that are used to describe the three aspects in incorporating the teaching philosophy in order to gain additional description. It can be seen in the statistical diagram in table 2.

The table 3 shows respondents' answers on the implementation ofteaching philosophy in their instructional planning.

Table 3 shows respondents' answers on incorporating 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*.

Table 4 shows that the respondents's answer to the questions on incorporating the institution's teaching philosophy in teaching through the teaching methods and strategies used. Less than a half (48.6%) of the respondents answer *always*. Less tha half (42.9%) of the respondents answer *frequently;* and a small number (7.1% and 1.4%) of two groups of respondents answer *rarely* and *never* respectively.

Table 5 shows the respondents' answers to the questions about applying the institution's teaching philosophy in

Tabel 5:
The Application Teaching Philosophy in Assessment

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

Table 6:
Faculty of Technology and Vocational Education's Statistics

		Incorporating the teaching philosophy in curriculum planning	Incorporating the teaching philosophy in curriculum implementation	Apply the teaching philosophy in assessment
N	Valid	20	20	20
	Missing	0	0	0
Mean		3.2500	3.0500	3.0500
Std. Error of Mean		0.16018	0.15347	0.15347
Median		3.0000	3.0000	3.0000
Std. Deviation		0.71635	0.68633	0.68633
Variance		0.513	0.471	0.471
Range		2.00	2.00	2.00
Minimum		2.00	2.00	2.00
Maximum		4.00	4.00	4.00

Tabel 7:
The Implementation of Institution's Teaching Philosophy in Curriculum Planning

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

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.

The table 6 is statistical data on respondents' answers in incorporating the teaching philosophy in curriculum planning, implementation, and assessment.

Table 7 shows the respondents' answer to the question about incorporating the 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 8 shows tre respondents' answer to the questions about incorporating the institution's teaching philosophy in 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 9 shows the respondents' answers to the questions about applying

Tabel 8:
The Incorporation of Teaching Philosophy in Curriculum Implementation (Methods and Strategies)

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

Tabel 9:
The Application of Teaching Philosophy in Assessment

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

the institution's teaching philosophy in assessing and evaluating the students' learning. More than half (55.0%) of the rerspondents answer *frequently*. Less than half (25.0%) of the respondents answer *always*; and another less than half (20.0%) of the respondents answer *rarely*.

Fourth, **Commonalities and Differences of Teaching Philosophies between Two Faculties.** Based on data analyses, it can be described commonalities and differences of teaching philosophies between two faculties, namely FIP (Faculty of Educational Sciences) and FPTK (Faculty of Technology and Vocational Education) at the UPI (Indonesia University of Education) in Bandung, West Java, Indonesia.

For FIP: teaching philosophies are anchored on academic, scientific, and religious aspects: (1) to be a world class university with a leading and outstanding university in educational science through education program, research, and community services; (2) preparing profesionals with highly global competitiveness, innovations, professional services to communities; and (3) transfer of teaching experience in authentic setting, earlier exposure, and cross fertilization, in the context for the World Class University,

academic atmosphere, competitiveness, innovation, and religious (interview with Respondent A, 5/10/2015; interview with Respondent C, 15/10/2015; and interview with Respondent E, 19/10/2015).

For FPTK: teaching philosophy is anchored with the excels in education, engineering industry, and culture. They are: (1) providing education, research, and community service; (2) having superiority in teaching, research, and community service; (3) developing culture of entrepreneurship, scientific culture, academic atmosphere, and a healthy organizational climate; and (4) teaching philosophical beliefs are guided by active learning, professional services to generate, develop science, technology, and arts, in the context for superiority in teaching and research, professionalism, collaboration with industries and scientific culture (interview with Respondent B, 9/10/2015; interview with Respondent D, 17/10/2015; and interview with Respondent F, 20/10/2015).

Finally, for UPI: near all respondents support on the institutions values and mission, excellency in education science and technology, responsive to social need and demands, and as pillar of national education system in providing professional future

teachers (interview with Respondent A, 5/10/2015; interview with Respondent B, 9/10/2015; interview with Respondent C, 15/10/2015; interview with Respondent D, 17/10/2015; interview with Respondent E, 19/10/2015; and interview with Respondent F, 20/10/2015).

CONCLUSION

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. In curriculum practices, the philosophy of education leads to the understanding of the philosophical issues in the educational institutions.

The university's teaching philosophy has been well understood by all faculty members, 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 two faculties 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 lecturers of the two faculties are eager to be parts of institution in producing very promising qualified future teachers.

Different views of the essential elements as contained in the teaching philosophy as the teachers understand them provide some rooms 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 core values of the teachinng philosophy into practice prove to be evident in that the future teachers' behavior fits in quite qualifiedly with personal beliefs in teaching.

In the Faculty of Educational Sciences UPI (Indonesia University of Education) in Bandung, teaching philosophies are anchored on academic, scientific, and religious aspects, such as to be a world class university with a leading and outstanding university in educational science through education program, research, and community services; to be preparing profesionals with highly global competitiveness, innovations, professional services to communities; and transferring of teaching experience in authentic setting, earlier exposure, and cross fertilization.

In the Faculty of Technology and Vocational Education UPI in Bandung, teaching philosophy is anchored with the excels in education, engineering industry, and culture. They are providing education, research, and community service; having superiority in teaching, research, and community service; developing culture of entrepreneurship, scientific culture, academic atmosphere, and a healthy organizational climate; and teaching philosophical beliefs are guided by active learning, professional services to generate, develop science, technology, and developing collaboration to empower working place in factories.[1]

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[1]*Statement:* I, the undersigned, certify that, to the best of my knowledge and belief, this manuscript is not product of plagiarism, not to be submitted, reviewed as well as published by other scholarly journals; and if my paper has been received, I will not also withdrawal my manuscript from the *SOSIOHUMANIKA* journal.

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Interview with Respondent D, one of the Lecturers at at the Faculty of Technology and Vocational Education UPI (Indonesia University of Education), in Bandung, on October 17, 2015.

Interview with Respondent E, one of the Students at at the Faculty of Educational Sciences UPI (Indonesia University of Education), in Bandung, on October 19, 2015.

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