



Teaching or Managing? In Search of the B.Ed. in Educational Management Field Practicum

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Abstract. The B.Ed. in Educational Management have been problematized by the challenges to link and to match its learning and the world of work. The field practicum should be the medium for the students prepared for the world of work. This paper explores there are several problems to actualise the link and match between the study programme and the world of work. First, the philosophical problems related to the fundamental question “should the study programme provide teaching competence?”. Second, the organisational problems related to the field practicum arrangement. Third, the last one, the operational problems related to the field practicum implementation. The field practicum of the B.Ed. Educational Management programmes are derived throughout philosophical, organisational, and operational aspects. Whether it includes teaching or not, once the philosophical foundation is chosen, the organiser should design and accommodate the unique, non-teaching, but managing education: the B.Ed. in Educational Management programme. It could be implemented in schools, educational offices, training centres, and other educational institutions. Finally, for the successful managerial practicum, it should be clear what kind of job, position, and competence demonstrated by the students. The generic framework qualification should be made according to the 6th level of the Indonesian national qualification framework.

Keywords: Educational management · field practicum · teaching practice · managing practice

1 Introduction

Higher education nowadays is challenged by the 21st century demands for human resource, who are those having different skills, such as (1) comprehend the importance of efficient communication as global citizens, communicate effectively in real-life circumstances, both orally and in writing; (2) band up with others and value cooperation; (3) be creative and innovative to find out different ways to tackle problems, and not be afraid of taking risk; and (4) think critically to overcome problems in order to sort out the abundance of information available at their fingertips [1]. In Indonesia, the Government, especially the Ministry of Education, Culture, Research and Technology enacts this through the policy “Merdeka Belajar-Kampus Merdeka” (independent

learning-independent campus). The policy allows the bachelor programme students to take around 30 of 144 credits (2–3 semesters) both from other study programmes within or the different higher education institutions, and any activity in the society in general.

However, the curriculum substance which emphasises link and match might expulse or downsize the education goals. This policy heavily relies on the market approach for the industrial needs, instead for building students characters, such as noble morality, applying the national ideology Pancasila, and nationalism. Furthermore, universities could be merely preparing manpower or workers, instead of critical thinkers [2]. In addition, the financial aspect is the main issue for the university leaders, and the students are really worrying about this financial matter as their obstacle [3]. The more practicum, the longer practicum, the more money must be spent. The current practicum, such as the pre-field practicum, the main field practicum, the student community services, which are taking only three months, are costly [2]. Thus, universities should engage with the community, including the partner institutions, community, schools, etc. through the Memorandum of Understanding to cooperate in a mutual benefit for them, for example student employment [4].

Specifically for the B.Ed. In Educational Management, it is more difficult to develop the design of the field practicum since the management term itself varies from the technical, the operational, to the strategic managerial. In addition, in most North American, European, Australian-Oceania universities, the Educational Management discipline is provided for both the Master Degree and Doctoral Degree. Meanwhile the B.Ed. in Educational Management is still provided in several African, Central American, and Asian universities. In Indonesia, there are several problems starting from the philosophical problems into the operational problems. The never-ending-debate-like “should educational management students teach?” will affect the latter problems, both organisational and operational problems.

This paper explores three main problems and proposes its conceptual solutions:

- (1) What are the philosophical problems in the B.Ed. in Educational Management field practicum programme and what are the proposed solutions?
- (2) What are the organisational problems in the B.Ed. in Educational Management field practicum programme and what are the proposed solutions?
- (3) What are the operational problems in the B.Ed. in Educational Management field practicum programme and what are the proposed solutions?

The critical thought presented in this paper is important for giving insight: (1) to make clear the position of the Educational Management discipline, its scope and goal for the development of the B.Ed. programme, and (2) to develop the field practicum programme for the B.Ed. in Educational Management students.

2 Discussion

2.1 Philosophical Aspects of the B.Ed. in Educational Management Field Practicum

The field practicum should represent the real world of work. However, this became an issue when the B.Ed. programme should link the foundation of Educational Management

discipline to the academic programme, and later on to the world of work [5–7]. Basically, Educational Management, known as Educational Administration, is developed by the scholars within the faculty of education in Indonesian universities, especially those formerly teacher training and educational sciences' institutes. Therefore, there is a traditional connection between Educational Administration and teaching, such as in Universitas Pendidikan Indonesia (UPI). Until the late 2000s, the curriculum of the B.Ed. in Educational Administration in UPI included several courses of curriculum and instruction. It is synchronised with the description of the department that the Department of Educational Administration prepares and or develops educational personnel who is really well competent, both in the public or private sectors, to fulfil structural position, functional position, technical educational-organisers, educational programme managers, teaching staff, and scientist in educational administration [8, 9].

The meaning of “educational personnel” in the aforementioned description includes both teaching and non-teaching staff. It is clear that Educational Administration prepares their students both as teacher/teaching staff and non-teaching staff. Therefore, the logical intention from the programme is to equip their students with the branch of curriculum and instruction discipline as well as other educational foundations. Thus, the students are taught several courses, such as: (a) curriculum development foundation, 2 credits; (b) curriculum and instruction, 3 credits; (c) instruction planning, 3 credits; (d) teaching-learning strategy, 4 credits; (e) educational evaluation, 4 credits; (e) teaching practicum in school, 4 credits, in one semester. Meanwhile, the other field practicum in the Educational Administration areas were distributed into several courses prior to the teaching practicum: (a) educational planning practicum, 3 credits; (b) educational supervision internship, 3 credits; (c) educational management internship, 3 credits. This fundamental perspective is still implemented into practices in a few universities, especially within the B.Ed. in Islamic Educational Management programmes which deploy their students to teach in madrasah/Islamic formal schools under the Ministry of Religious Affair administration [6, 10–12].

In contrast, in other universities, the early 2000s is also a transforming era when management philosophy adopted from the private sectors, which is traditionally raised in the faculty of economics and business. Therefore, the term Educational Management seems more familiar and prestigious than Educational Administration. It is followed by the strict separation of its B.Ed. programme from teaching courses, including the expulsion of teaching practicum programme in school, such as in Universitas Negeri Yogyakarta [5]. Since 2009, the B.Ed. in Educational Management, in the Educational Management, Faculty of Education, Universitas Negeri Yogyakarta (UNY), had considered the Indonesian Government Regulation No. 19/2005 about the National Standards in Education to navigate its curriculum. One of the standards stipulated in the regulation is about the professional school administration staff's qualification and competencies, as well as its preparation, recruitment, and development. Thus, the graduate profile of the B.Ed. In Educational Management, the graduates have competences in managing personnel, finance, facility, public relations, letters and archives, student affairs, curriculum, and managing organisation and institution [13]. Consequently, the field practicum is not teaching anymore, instead conducting the operational or technical management

in the educational institutions, either in the local education office in the municipality or other similar institutions [5].

The current philosophical point of view towards the B.Ed. in Educational Management seems disconnected from its roots: pedagogy, education, teaching, instead emphasising on technical or clerical administration in the education office. It implies that the competence-based, and the newest outcome-based curriculum, has pushed the B.Ed. programme expands, if not has moved, into work-oriented curriculum at the 6th level of Indonesian national qualification framework. It is much different from the previous point of view that the B.Ed. is an academic programme mainly oriented to both analytical skills and scientific development. Thus, the traditional curriculum includes the teaching courses, in which the principal as a school manager is coming from; and later on he or she could be promoted to be a school supervisor/inspector. All of these school administrators are based on the teaching profession. Consequently, if the B.Ed. programme removed the teaching courses from its curriculum, including its field practicum, the graduates' career path would not be into school managers, such as vice-principal, principal, supervisor/inspector.

In summary, which fundamental-philosophical foundation used depends on the consideration and policy of each university, faculty, department, and study programme to rely on. Later on, once the philosophical stand is chosen, it should be consistently implemented into the programme, including the practicum. However, it could be an issue, such as the B.Ed. in Islamic Educational Management in a university [10]. Although the programme coordinator is longing to make the students become pure educational managers, the university still has the traditional perspective that all of the bachelor programmes in education should teach.

2.2 Organisational Aspects of the B.Ed. in Educational Management Field Practicum

Once each university, faculty, and department chose their own philosophical foundation for the B.Ed. In the Educational Management study programme, they should organise it into a more actual form. The organisational aspects regarding the field practicum in the B.Ed. in Educational Management programme may include both course organisation and the arrangement whether the university has special unit organising practicum programme. *The first* organisational aspect is the courses' organisation. The university is able to distribute managerial practicum into the several core courses at the department level. Meanwhile, the specific practicum course at the university level is fulfilled with teaching practicum, such as in UIN Alauddin Makassar [10], in STAIN Samarinda [6], and in IAIN Jember [11]. This is different from other universities that employ the arrangement "no teaching courses at all", and the practicum course is fulfilled by the operational management practice at the education office, such as in UNY [5] and in UNM Makassar [11]. In summary, the kind of course organisation employed in each university depends on its philosophical foundation towards the Educational Management discipline, its B.Ed. programme, including its field practicum.

The second organisational aspect is the arrangement whether the university has a special unit organising practicum programme. Nowadays, It is very common that every university has a particular unit organising the field practicum programme, such as in

PPU MKU and PPL in LPPMP UNY [5], UPT PPL in UNM Makassar [7]. The possible problems appear in the large university employing the special unit for field practicum is there is no specific programme for the non-teaching B.Ed., such as Educational Management. This is because the unit only focuses on both teaching practicum for the teaching B.Ed. and industrial practicum for the non-education bachelor programme. It could be understood, since these universities are converted from the older form higher education institution: the Institute for Teacher Training and Educational Sciences/IKIP. Meanwhile, the Islamic universities, such as UIN Alauddin Makassar [10], in STAIN Samarinda [6], and IAIN Jember [3] are likely organising the field practicum throughout the faculty until the department levels. This is because the B.Ed. programmes are organised within and by the *Tarbiyah* faculty, or Islamic education and teacher training faculty.

In summary, both those have and have not a particular unit organising field practicum do not assure that the suitable design of the field practicum for the B.Ed. in Educational Management programme. This situation might occur when both the unit organising in the large university and in the faculty of teacher training and education sciences are more concerned about teaching practicum and industrial practicum. Regardless where the field practicum is organised, the main point is whether the design is suitable for the B.Ed. in Educational Management.

2.3 Operational Aspects of the B.Ed. in Educational Management Field Practicum

Basically, at least there are three parties involved in the field practicum: the student, the lecturer, and the field mentor. Thus, a joint observation implemented as part of a partnership between schools and university along the practicum from the perspectives of student teachers, teacher mentors, and lecturers, for the teaching practicum [14]. However, this model could be also implemented in the managerial practicum for the B.Ed. in Educational Management. In the Indonesian context, it is suggested that collaborative supervision both from the lecturers and the mentors are required in the institutions in which the practicum took place [5]. This is because the current supervision has not been well implemented, due to minimum coordination between the lecturers and the institution parties [5, 7]. Then, the operational field practicum for the B.Ed. Educational Management must be implemented continuously and coherently between the pre-field practicum, the field orientation, the main field practicum, and post-field practicum [5]. In addition, the organising unit of the field practicum should provide such a guidance book formally stated in academic regulation for the B.Ed. in Educational Management as the non-teaching programme [5, 7].

There are various types of field practicum conducted by the B.Ed. in Educational Management students in UNM Makassar [7]. This is because the type of activities depend on both the kind of institution and their working position. It is different from the teaching practice which has one main activity: teaching in school. The managerial activities conducted by the students could be routine, incidental, and sometimes irrelevant to their academic knowledge in the university. Again, this condition might be either directly or indirectly influenced by both philosophical and organisational aspects of the B.Ed. in Educational Management field practicum. The fundamental question is what kind of

job/position/competence expected from the graduates of the B.Ed. in Educational Management. Unfortunately, there is no fixed answer for the question; it might be spreading from the clerical, the technical, the operational, the mid-managerial, and even to the strategic managerial jobs/positions/competences.

3 Conclusion

The field practicum of the B.Ed. Educational Management programmes are derived throughout philosophical, organisational, and operational aspects. Whether it includes teaching or not, once the philosophical foundation is chosen, the organiser should design and accommodate the unique, non-teaching, but managing education: the B.Ed. in Educational Management programme. It could be implemented in schools, educational offices, training centres, and other educational institutions. Finally, for the successful managerial practicum, it should be clear what kind of job, position, and competence demonstrated by the students. Regardless the position and institution, the generic framework qualification should be made according to the 6th level of the Indonesian national qualification framework:

- (1) apply its own field and utilise science, technology, and/or art in educational management to solve problem, and to adapt with faced situation;
- (2) possess theoretical concept of educational management in general, and specifically in-depth in the knowledge, and able to formulate the procedure of problem solving;
- (3) able to make right decision based on data and information analysis, and able to give suggestion to choose various alternative solutions independently and collectively in educational management;
- (4) responsible to their own works and could be given responsibility for the organisational performance achievement in educational management.

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