

POLICIES IN EDUCATION: WHAT IT MEANS TO TEFL IN INDONESIA

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This paper will discuss policies in education, specifically in higher education, and their implication on EFL teacher education in Indonesia. The new paradigm in higher education in Indonesia as outlined in the Indonesian higher education long-term strategy (HELTS) requires a totally new approach where the issues of life-long learning, quality, relevance, accountability, institutional health, autonomy, and equity become so important. Although Indonesia has shown a significant growth in higher education development, the critical mass of educated people is still far from adequate considering the size of the population, disparities among regions and areas of coverage. As a higher education institution's core missions include teaching, research and public service, and as teaching is the essence of the three core missions, all higher education policies and programs in ensuring the nation's competitiveness, enhancing autonomy, and ascertaining institutional health should be maintained and developed to support teaching, bolster all its entailing teaching activity components, and reinforce all facilities it calls for. Teaching requires the teacher to play various different roles exhibited in a single setting of teaching. A teacher is a director in the real-life classroom performances and at the same time she is a participating actress who will significantly contribute to the success of the teaching-learning show as assessed through the on-going existence in the classroom of meaningful, effective, appropriate, contextual, and motivating communication in its broadest sense. One of the strategic measures to take by a TEFL teacher education program is to uplift EFL teachers' competence so that it could produce professional teachers of English as a foreign language. Teachers' Competence should be developed in at least four different areas: attitudes, understandings, skills and habits. In addition, inculcating the ability to develop and implement the curriculum is part of an EFL teacher education program's responsibility, which could systematically traverse such a very wide spectrum as needs analysis, objective specification, language testing development, materials development, language teaching, and program evaluation.