

Curriculum Application

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Curriculum Application: Designing Aims and Learning Outcomes in the English Department

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ABSTRACT

The purpose of this study was to determine curriculum developers in determining curriculum objectives, learning outcomes, and aspects of the design of English study programs. This research uses the descriptive qualitative method. Data triangulation, observation, interviews, and documentation were used to collect data using a list of questions related to the curriculum and documentation. The result of this finding is that the English department curriculum is by the applicable standards in Indonesia. In designing the language curriculum, there is only one aspect that has not been applied as an indicator in its design, namely environmental analysis.

The curriculum reflects the principles and procedures assembly in an education program for designing: the planning, implementation, evaluation, and management (Bahri, 2017; Rahimpour, 2010; Yassi, 2018). According to the Indonesian Constitution No.20 of 2003 concerning the National Education System, the curriculum talks about plans and arrangements appertaining the objectives, content, and learning materials, as well as the methods used as guidelines for implementing instructional activities to achieve certain educational goals. Next, the curriculum is formulated as all activity of the entire program which is planned, compiled, implemented, evaluated, and developed by a study program, sequentially producing graduates who have certain learning outcomes that were planned before (Belmawa, 2018; Khodijah, 2016; Ristekdikti, 2016). Like the heart of humans, the curriculum is called the heart of education. If something is wrong with the heart, it means will have trouble. Hence, one of the curriculum components that have an important role in designing the aim. Aim reflects the general statements that the program seeks for bringing the student to sail (Alsubaie, 2016; Richards, 2001; Suteja & Cirebon, 2017). To reach the curriculum's aims, there are three stages in implementing the process of the program. The following is the scheme of curriculum activities is taken from guidelines for preparing higher education curricula (Belmawa, 2018; Kebudayaan, 2018; Ristekdikti, 2016; Suteja & Cirebon, 2017).

Dealing with figure 1, to achieve the aims of the curriculum certainly requires massive cooperation from related parties (lecture, students, infrascruce, etc.) for its run properly. This is related to research conducted by Andrian et al. (2018), Holmes and McLean (2018), and Prihantoro (2015) to reach the aims of the curriculum that have already been set, it must have a mature strategy, because the focus of the curriculum is not only on present development but also on the future. In this case, the researchers agreed on this issue where the curriculum developers must consider determining the curriculum aims which will be directed to take the students to anchor at the destination.

The next issue, which must be considered is the very sophisticated development of technology, it means this condition will affect curriculum programs that require curriculum development to adapt to the times. As stated by Mcleod and Steinert (2015) and Prihantoro (2015) the main purpose of curriculum development is to convey the environmental issue, and sophisticated technology and, insert them into all learning materials.

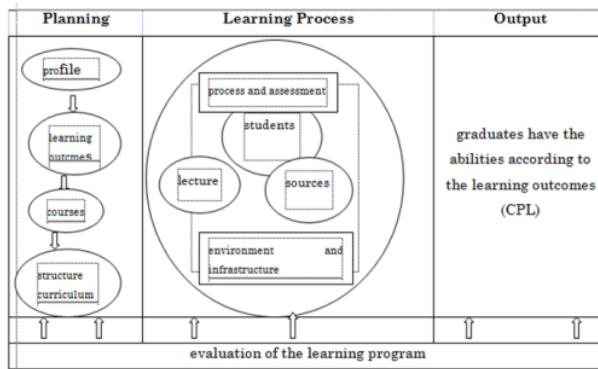


Figure 1. The curriculum as a program

This present study was conducted to know the curriculum developers especially the head of the study program in deciding the aims and learning outcomes of the curriculum which has already been implemented. Therefore, the researchers created the following research questions to direct this study: a) How do curriculum developers determine the curriculum goals at Hamzanwadi University? b) How do curriculum developers decide the curriculum learning outcomes at Hamzanwadi University? c) What are the aspects of designing a language curriculum design?

Curriculum Aims

The curriculum is designed and implemented must be able to guarantee: the goals achievement, the implementation of the mission, and the realization of the vision of the study program. Also, the curriculum must be able to provide the competency and development options for students according to their interests and talents. The vision, mission, and aims of the Study Program must be in line with the vision, mission, and aim of the faculty/university (Nazri et al., 2021).

Vision provides an overview of the future of the study program that is aspired to be realized in a clear time frame. To realize this vision, the mission of the study program is specifically stated what is being carried out. The study program has aims and objectives with clear, specific formulas, the achievement of which can be measured within a specified period, relevant to its vision and mission. These aims and objectives are reflected in the outcomes of the study program, such as graduates, research results, and community services (BAN-PT).

In deciding the aims, there the same terms must be known: aim, goal, and objectives. The aim is a general statement that provides a sense of direction and serves as guiding principles for educational policy. Example: to encourage the critical thinking of students English department or to develop students' ability. Goals are derived by aims. The aims become the goal when they become more specific and refer to particular institutions/systems and to specific areas of the curriculum. Goal translates aim to the statement that will describe what schools are expected to accomplish. Example: The development of reading skills. Whereas objectives are observable and measurable terms (outcomes and competencies), that state what students should know at the end of the course and what is expected from them. For instance, to identify the main idea, to know the explicit and implicit ideas (Elihami et al., 2022).

In formulating the curriculum aims, the curriculum developer must think effectively about either the present or long-term needs of learners and of society as well as the developers' beliefs and ideologies about the program, learners, and teachers. This belief refers to having a philosophical foundation for designing educational programs and confirmation in building curriculum aims. According to Khanova et al. (2015), he discussed there were five curriculum ideologies to create the aims of the curriculum: academic rationalism, social and economic efficiency, learner-centeredness, social reconstruction, and cultural pluralism. Academic rationalism indicates the intrinsic value of learning material and upgrading the students' broad intellectual capacities. The content material in which different subjects are seen as the basis for the curriculum and content mastery is an end in itself. The inclusion of certain foreign languages in the program curriculum is interpreted as an aspect of social studies, not as a means of communication (Aktaş & Gündoğdu, 2020; Mcleod & Steinert, 2015; Putra, 2014). In short, foreign language teaching reflected social studies.

Second, social and economic efficiency, emphasizes the practical needs of students and society. Then seeing the role of educational programs in producing economically in productive students. This is to find out of habits range, skills, abilities, forms of thought, etc. It needs for knowing of effective performance of their work. In language teaching, this philosophy leads on emphasizing of practical and functional skills in a foreign language. Then, learner-centeredness, concerns on the individual needs of learners, the role of individual experiences, and the need to develop awareness, self-reflection, critical thinking, and other qualities and skills that are believed to be important for students to develop. Learning involves active construction and testing of

representations of the world itself against a personal conceptual framework (Nazri et al., 2021). In language teaching, this educational philosophy leads to an emphasis on process rather than product, focus on self-direction, and student autonomy.

Another, social reconstruction, emphasizes the role of schools and students in overcoming social injustice and inequality. Schools should involve teachers and students in examining important social and personal problems and finding ways to solve them. Teachers must empower their students so that they can identify unfair class, race, or gender systems, and challenge them. Regarding on language teaching, the teacher must strive to empower students and help them bring change to their lives.

Last, cultural pluralism, argues that the program should prepare its students to participate in several different cultures and not just the dominant social and economic groups. In multicultural societies, such as Canada, the United States, and Australia, cultural pluralism has driven demands for a bilingual approach to teaching English. Hence, the researcher used this theory as indicators in gathering the data of formulating the curriculum aims of the higher education, English department.

Curriculum Outcomes

There are two suggestions for formulating learning outcomes: (1) the existing curriculum, it must be evaluated the old curriculum. In this step, the curriculum committee must examine the learning outcomes that have been proven to be possessed by graduates and can adapt to the development of life. The information of assessment above can be obtained through tracing graduates, input from stakeholders, professional associations or colloquium science, and the trend of scientific development. The result of this activity is the formulation of new learning outcomes, and (2) for a new program study, the first step to do is to establish SWOT analysis. This analysis stands for strenght, weaknesses, opportunities, and threats. It is as a strategic planning technique that is useful for evaluating the strengths and weaknesses, opportunities and threats in a project, both ongoing and in new planning.

The next steps are determining of the scientific vision of the study program, through higher education policy in developing study programs, conducting needs analysis, as well as considering input from stakeholders, and professional/scientific associations. All at this stage, the determination of the resulting graduate learning outcomes must meet the provisions stated in the SN-Dikti and KKNI.

Dealing with the stage above in figure 1 on formalizing the learning outcome of the study program, there are four aspects that must be formulated in conducting planning: the graduate profile, learning outcomes, courses, and curriculum structure. This study focused on only how the curriculum developer creates the aims and learning outcomes in the English department. A graduate profile is abilities that are expected to be carried out by graduates after finishing learning and being able to apply them to their lives. Profiles can be set based on the results of the study to the needs of the market which is needed by the government and the world of business and industry, as well as internal needs to develop science and technology. Study program profiles compiled by the study program team, as consequent produce an agreement that can be accepted and made referral nationally. To reach roles that are stated in the profile required ability must have 'by the graduate.

To specify profile-derived capabilities. It must involve its stakeholders will contribute to earning convergence and connectivity between educational institutions and stakeholders who will use the results of students and can guarantee the quality of graduates. Capability determination graduates must include four elements to make it as the achievement of learning outcomes (CPL), namely attitude, knowledge, general skills, and specific skills as stated in the SN-Dikti.

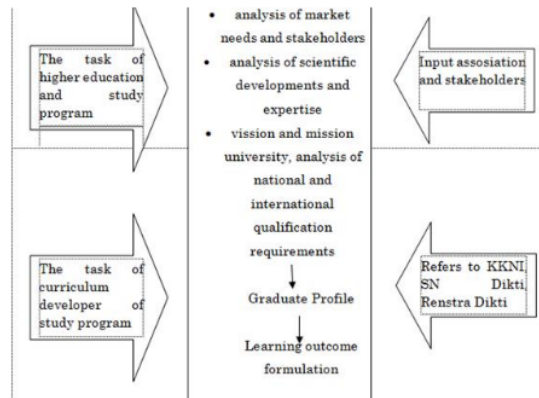


Figure 2. Learning Outcome Schema

The result of the scheme above is to achieve learning outcomes of the study program graduates which is the minimum CPL that must be referred to and used as a measure of the ability of graduates of a similar study program. The learning outcomes formulation must contain elements of attitude and general skills regulations that have been stipulated in SN-Dikti and contains elements of knowledge and specific skills are formulated and agreed upon by the program forum similar studies if any. On the following are the stages of arranging graduate learning outcomes:

The Graduates Profile Determination

This step tells us about defining the abilities that must have by students after completing their study. Profiles can be set based on the results of the study to the needs of the labor market which is needed by the government and the world of business and industry, as well as internal needs develop science and technology. Thus, study program profiles compiled by a group of similar study programs there is an agreement that can be accepted and made referral nationally.

Profile-Derived Capabilities Determination

This step is necessary involving stakeholders who will contribute to earn convergence and connectivity stakeholders who will use the results of students, and this can ensure the quality of graduates. The capability determination graduates must cover the four elements for the information as the achievement of graduate learning (CPL): attitude, knowledge, general skills, and specific skills as stated in the SN-Dikti.

Formulating Graduate Learning Outcomes

At this stage, it must refer to the KKNI qualification level, especially for special skills the element (work ability) and mastery of knowledge, meanwhile general attitudes and skills can refer to the formula that has been formalized in the SN-Dikti as minimum standard, which allows adding itself to characterizes university graduates as stated by Ristekdikti in the Figure 3.

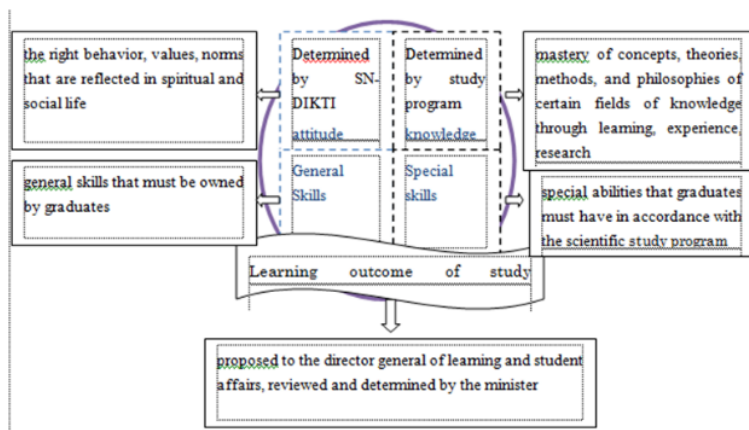


Figure 3. Learning outcome formulation

Another opinion comes from Cheung (2020) and Khanova et al. (2015), he states that there are four factors in stating curriculum outcomes: 1) stating aims, indicate to general statements of curriculum. The aim statements are to provide a clear definition of curriculum program, to have guidances for teachers, students, and material writers, to help provide a focus instruction, and to explain the important an realizable in learning (Khanova et al., 2015; Suteja & Cirebon, 2017). By knowing these, the curriculum will find the way to realize it. 2) Stating objectives, is specific and concrete description of curriculum purposes. The objective must be in line curriculum aims. The main point of objective is to describe a learning outcomes, with phrases like: will have, will learn how to, will able to, ect. 3) Competency-based program outcomes, is used to describe learning outcomes. This concerns on Competency-Based Language Teaching (CBLT) which plays making concern of deciding learning outcomes. Competency defines as behaviours in completing real-world activities. In short, it indicates on students' ability to apply basic and skill in everyday life, and 4) nonlanguage outcomes refers to optional product of language learning process, like: confident, motivation, emotina support in the new living environment, etc. While objective is oriented to learning experience rather than learning outcomes. It indicates to personal, social, cultural, and political needs.

Aspects in Designing Language Curriculum Design

To create language curriculum design, the developer of program must concern on several aspects according to Macalister and Nation (2019) considering the environment, equals to situation analysis (Richards, 2001). This activity conducts to get the any factors on designing the program. This factor will definitely have the biggest affect in deciding the curriculum aims. This analysis will inform the curriculum developer of the program will be usable. 2) Discovering needs is finding target needs and lerning needs (Basturkmen, 2014; Marcu, 2020; Paltridge & Starfield, 2014; Salmani-Nodoushan, 2020; Syakur et al., 2020) is divided into three parts: necessities (what the student has to know), lack (what the students know and doesn't know), and want (what the students' want they need). To get the students needs analysis can used the questionnaire, personal interview, documentation, obsevation, and informal consultation. Need analysis has some purposes: to ascertain the students language skills, to identify the gap between what the students are able to do and what they require to be able to do, to get the information of students' specific problem based on their experiences, to decide of training from the student where they come, etc (Hirshberg et al., 2020; Richards, 2001).

Next, 3) following the methods and principles of language learning, is used as guidance of what teacher to teach and how to arrange it. Indeed, this aspect creates to assist the teacher in teaching learning process and in designing the rest part of program. Those principle had been divided into three categories: content and sequencing, reflects on language program must cover to all language items that frequently appear in the program; format and presentatio deals with what's happning in the class especially on language learnig process, and monitoring and assessment, can improve the students' and the teachers' quality during learning process.

Then, 4) goals, are the essential part of curriculum in considering the curriculum content. If the program has clear goals, so the curriculum developer ready to determine lerning out comes, content of the program, format of presentation and assessment, 5) content and sequencing, refers to language items, ideas, skills, and strategies of learning materials related to the program, 6) format and presentation, means selecting the teaching techniques and design the lesson plan. This part is gathered by students' needs, environment analysis, and the principle chosen, 7) monitoring and assessment, is used to know how well of curriculum aims are achieved. Monitoring can be done by using checklist and report form, getting students to collect the samples in the folders, whereas assessment can done in the form of test, such as proficiency test, achievement test, and placement test, 8) evaluating a program, is conduced to specify the effectiveness of program by checking out it's successful and in what position need to improve.

The same theory belongs to Richards (2001) in establishing language teaching curriculum must be considered on some aspects: 1) setting the students needs analysis; 2) considering situation analysis; 3) planning goals and learning outcomes; 4) course planning and syllabus design; 5) providing for effective teaching; 6) the role of instructional materials and its design, and 7) applying evaluation. There were differences between Macalister and Nation (2019) and Richards (2001) content sequencing in Macalister and Nation (2019) is the same as the the role of providing for effective teaching in (Richards, 2001), 2) principles equals to course planning and syllabus design, and 3) monitoring and assessment is similar to evaluation. Hence, the researchers concluded that the two theories have something in common, but the two experts used different terms with the same purposes.

The Grave's model has eight aspects of curriculum design as well as the Macalister and Nation (2019) theories above. There were two overlapping differences including: 1) content sequencing (Macalister & Nation, 2019) and organizing the course and conceptualizing content (Heinle, 2000); 2) monitoring and assessment and evaluation in Macalister and Nation (2019) were included into one aspect of Grave's model, designing an assessment plan. To make it clear those theories above, the researchers attached the comparison table of a curriculum design model as according to Macalister and Nation (2019) follows table 1.

Table 1. A Comparison Analysis of Curriculum Design Model

Macalistar's and Nation's (2020) Model	Richards' (2001) Model	Graves' (2000) Model
Environment Analysis	Situation Anaysis	Defining the Context
Needs Analysis	Needs Analysis	Needs Analysis
Principles	Course Planning and Syllabus Design	Articulating Beliefs
Goals	Planing Goals and Learning	Formulating Goals and Objective
Content and Sequencing	Outcomes	Organising the Course and Conceptualising the
Format and Presentation	Providing for Effective Teaching	Content
Monitoring and Assessment	The Role of Instructional Materials	Developing Materials
Evaluation	and Its Design	Designing an Assessment Plan
	Evaluation	Designing an Assessment Plan
	Evaluation	

The three theories above are the examplles of language curriculum model design. What the researchers explained above, none of the three theories was more dominant, the curriculum developer can be used these models or other models according to the needs of the respective departments that will be developed. Those aspects above used as the indicators to collect the data.

METHOD

This present study, descriptive qualitative method was employed to describe the curriculum application especially in setting the aims and curriculum learning outcomes. Descriptive qualitative indicated the activity of describing of aphenomenon or event in certain context and elaborating its characteristics. As stated by Collins and Stockton (2018), Hastie and Hay (2012), Sari et al. (2022), Sugiyono (2019), Wu and Volker (2009), descriptive qualitative approach is utilized for providing description and elaboration of beliefs, meanings in certaing context ssetting and behaviour. The study site was conducted at English department of Hamzanwadi University, east Lombok, West Nusa Tenggara. It selected because the EFL instruction there offered Japanese as an election subject and this was very unique to reseacher. To gather the data, the researcher used triangulation data: observation, interview, and documentation. Observation used to know the prior information about the curriculum condition in Hamzanwadi University while interview employed to know more detail about deciding the aims and learning outcomes. Last, documentation utilized to know more information by looking at the curriculum document in English department of Hamzanwadi. This method applied the data analysis was carried out before getting into, during, and after finishing in the field. Hence, this study used interctive model to analyze data by using data collection, data condensation, data display, and conclusion: drawing/verifying (Miles et al., 2014; Sari et al., 2022; Sgier, 2012; Sugiyono, 2019).

RESULTS AND DISCUSSION

The Curriculum Aims of English Department

As stated above, the aims of curriculum must be in line with vision and mission of study program. The finding about curriculum aims of English department is shown on the table 2.

Table 2. Curriculum Aims of English department

Vision	In 2041, English Language Education Study Program will become excels in producing professional graduates based on the santri culture and is able to compete globally
Mission	The mission of the English Education Study Program is as follows: Implementing learning programs in English education synergistically to produce graduates of English education who are ethical, superior in mastery of learning activities, and are ready to continue their studies to a higher level based on Islamic values and Pancasila morals. Carry out research activities for learning innovation in order to ascertain the educational and agricultural technology that has a religious perspective and is useful for the world of education, especially learning English. Carry out community service through the dissemination and application of English knowledge to increase public appreciation of English education. Fostering an academic life that is personality, dynamic, creative, and has resistance to global influences.
Curriculum aims	English department is to produce English graduates who have: Basic knowledge of teaching materials comprehensively and have the ability and skills to plan, implement, manage and evaluate English learning activities.

The vision and mission above, certainly those were in line with the vision and mission of the faculty and university. Vision and mission of the program study were derived from the vision and mission of the faculty and university. As the result, the aims of curriculum was made. Surely, those refer to the constitution, the aspects required, and the needs of the study program concerned. The following the result of factors in determining the curriculum aims (Table 3).

Table 3. Result Interview of Curriculum Ideologies

Curriculum Ideologies	Explanation
Academic rationalism	Already implemented
Social and economic efficiency	Already implemented
Learner centredness	Already implemented
Social reconstructionism	Already implemented
Cultural pluralism	Already implemented

The curriculum ideologies factors above, the team has already used those in determining the aims of curriculum. Academic rationalism refers to lecures' activity in providing learning material always attempted to improve the students' intelectual. The materials were always upgraded every semester adapting to the times. The above activities were usually carried out through partner discussions, searching on the internet, and discussion, during meetings with the whole member of the English department. Second, the results of the students' needs analysis were used as a reference in conducting social and economic efficiency. By knowing the result, the curriculum developer knew what to do to embed the students' practical and functional skill then inserted

in the aims of the developed curriculum. In sum, there was correlation on the result of students' needs analysis social and economic efficiency.

Next indicator, learner-centeredness was used to determine the aims where the learning focuses on students as important points in learning, and the lecturer was as the facilitator. It means, when the curriculum developer determines the aims and this was one of the indicators in determining it. As the result, the skills resulting from the learner-centeredness was then spilled out to the competency that the student will have and were described into the aims. This was proved on the curriculum document of English department Hamzanwadi university. In applying this ideology, social reconstruction, curriculum developer practiced this ideology in determining learning materials whose tasks on these materials did not discriminate the ethnicity, race, intelligence, which means that the tasks applied to all students without exception, as stated by (Cheung, 2020; Morris & Adamson, 2010), social reconstruction upholds the tolerance, justice and equality of all individuals. Finally was cultural pluralism, referred to the activity in deciding of the course this related to language learning theory, such as intercultural, multicultural, cross culture understanding, etc. By knowing this knowledge the students were able to appreciate other culture. In line with (Uhermecher, 1993) cultural pluralism embeds the students self esteem, appreciate other cultures and religions.

The Curriculum Outcomes of English Department

The following table (Table 4) was learning outcomes of English department, Hamzanwadi University.

Table 4. Learning Outcomes of English Department

Curriculum Aspects	Explanation
Situation Analysis	Not implemented yet
Needs Analysis	Already implemented
Principle/articulating belief	Already implemented
Planning Goals and Learning Outcomes	Already implemented
Providing for Effective Teaching	Already implemented
The Role of Instructional Materials and Its Design	Already implemented
Evaluation	Already implemented

Referring to the result above, there was one aspect that not implemented yet. The curriculum developer thought situation analysis is similar to needs analysis. If referring to the theories described above, the two aspects both situation analysis and needs analysis is different part of aspects. Situation analysis reflects to the factors of context of the present curriculum (Khanova et al., 2015). The factors included political, social, economic, or institutional. The result of this aspect complement the collected data when needs analysis in progress. Whereas, needs analysis conducted by using observation, questionnaire, and interview. English department used language learning and language teaching in considering the teaching materials to be learned. This was approved on course implementation. Deciding aims and learning outcomes already explained in 4.1 and 4.2 point.

For the next aspect, the curriculum developer tried to create a group discussion forum (FGD) with the lecture in English department to provide various methods, strategies, or techniques, such as increasing project-based learning, communicative language teaching, task-based language teaching, etc. Its purpose was none other than to provide the best for students, providing effective teacher. This step there is correlation to the role of instructional materials and its design. If effective teaching already designed, will probably assist in creating learning material. The result showed that English department of Hamzanwadi university proved by looking at their syllabus and lesson plan. The teaching learning materials were documented well. In conducting the evaluation, the curriculum developer used meeting and looking at the result of the students' final examination.

Delving with the result in designing language curriculum, the language curriculum model that researchers have explained above should be considered for improving the curriculum of English department of Hamzanwadi university, or the team can use another methods then combine with the existing curriculum. By having the model, English curriculum has clear and structured references. It did not mean that Ristekdikti's guidance were not good but there was nothing wrong with combine them. In applying needs analysis and evaluation, the team can be used another instrument, because there were so many instruments, such as collecting students language samples, meetings, task analysis etc.. Moreover, in evaluating the curriculum, several instruments must be used because this relates to whether the aims of the curriculum have been achieved or not. If it was not, it means there were something wrong in implementing the curriculum so the team have to act immediately.

CONCLUSION

This study revealed that the extent to which the curriculum developer determines the curriculum aims, learning outcomes, and aspects in designing the English program. To specify curriculum aims, the developer used such factors: academic rationalism social and economic efficiency, learner centeredness, social reconstructionism, and cultural pluralism. Whereas, learning outcomes were arranged after knowing the curriculum aims in which this established by such any factors stating aims, objectives, competency-based program outcomes, and non language outcome and process objective. English department hamzanwadi used Ristekdikti 'model in designing language curriculum that was taken from guidelines for preparing higher education curricula. There were some aspects to design language curriculum, and only one aspect that not implemented yet as indicator in its design.

Curriculum developers must be ready to face the changing times which will certainly affect the contents of the curriculum. Be focused on students' competence, learning materials, and innovation in many learning strategies to keep balance it out. Curriculum development becomes a solution to answer the above solutions. As a consequence, the university's quality control group must provide training and support and keep control in order the English department curriculum produces a better curriculum and in accordance with the standard Indonesian National Qualifications Framework (KKNI).

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