

IMPLEMENTATION OF CURRICULUM IN ENGLISH STUDY PROGRAM IN IMPROVING THE QUALITY OF GRADUATES

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ABSTRACT

The purpose of this research is to find out. (1). English Language Study Program curriculum planning in Improving the Quality of Graduates (2). Implementation of the curriculum in the English Study Program (3). Evaluation of the curriculum of the English Study Program (4). Supporting and inhibiting factors in implementing the curriculum. Methods This research uses a qualitative approach, describing the phenomena that occur in the field. Data collection techniques through (a). In-depth interview with grid based guidelines (b). Field observations to complete the data and information obtained through interviews, (c). Documentation studies were conducted by seeking information that focused on research. Location and time of the research was conducted at the University of Sheikh Yusuf Tangerang and the University of MuhammadiyahTangerang. Among other conclusions (1). Planning prepared in accordance with the Vision and Mission of the English study program in improving the quality of university graduates (2). Implementation of Curriculum Implementation based on the Indonesian National Qualifications Framework as formulated in the draft (3). Evaluation of the implementation of the study program curriculum in improving the quality of graduates with learning outcomes for graduates of English study programs at their respective universities

Keywords: Implementation of Curriculum, English, Quality of Graduates

INTRODUCTION

English Education, is a study program under the auspices of a higher education institution at the Faculty level which acts as an educational institution and educational staff. Anisa, A. A. (2015). At the Faculty of Teacher Training and Education in general higher education, with the hope that through optimizing the institution in the nursery procession, it can nurse prospective educators in the field of English language studies who are capable, and competitive.

Responding to various explicit and implicit phenomena in the journey to several public and private universities in Tangerang, especially universities that accommodate English language study programs, including the Muhammadiyah University of Tangerang and the Islamic University of Sheikh Yusuf Tangerang.

The Indonesian Human Development Index in 2019 spoke English of 71.92, an increase of 0.53 or grew by 0.74 percent in 2018. The HDI, which was made with reference to the 2019 human development data, puts Indonesia in 111th rank out of 189. registered country. Gunawan, I., &Paluti, A. R. (2017). Thus, Indonesia's HDI ranking is still below neighboring countries such as Malaysia (61), Singapore (9), Philippines (106), Thailand (77) and even Sri Lanka (71).

Based on the 2018 "English Proficiency Index" data, Indonesia was only able to rank 51 in English proficiency. This ranking is still far behind Singapore, Malaysia, the Philippines, and even Vietnam. In fact, the ability to speak English will have an impact on the quality of Human Resources which is the focus of development of the government of President JokoWidodo in the second period. Suryawati, E. (2013). The low awareness of the importance of English language education in Indonesia occurs due to several factors, including the inequality factor in education issues in Indonesia. There are at least three challenges in the issue of national education inequality, namely the problem of access to education, quality of education, and equitable

distribution of educational infrastructure. Technology solutions for access to education As an archipelagic country, Indonesia has a problem with the coverage of information technology services that is not evenly distributed to border areas. One solution to reduce inequality in the provision of access to education is by utilizing technology to spread literacy

The curriculum as an educational program that has been systematically planned has a very important role for student education. as expressed by Suryosubroto (2010:115) Among other things, namely: (1) Conservative role: one of the responsibilities of the curriculum is to transform and interpret the social heritage of the younger generation. Because of this role, the curriculum must be oriented to a fundamental role (2). The critical or evaluative role of the curriculum is actively participating in social control and emphasizing the elements of critical thinking. Thus, the curriculum needs to make the right choice on the basis of certain criteria (3) The creative role of creating and compiling something new in accordance with current and future needs in society in order to assist each individual in developing all existing potential.

METHOD

This research method uses a qualitative approach to describe the phenomena that occur in the field

Data collection technique

In this study, in obtaining data through interviews, documentation studies and observations. (Raco, J. R., 2010). Meanwhile, the instrument used in this research is the question items described in the research grid.

1. Observations were made by researchers to complete the data obtained through interviews, rechecks and direct observations made in the field.
2. Interviews using guidelines based on data collection grids. Guidelines are made and formulated in an open form. In the context of the problem being investigated. on various aspects related to the implementation of the curriculum implementation of the English study program.
3. Documentation studies are carried out to complete data on the Implementation of the English Language Study Program Curriculum in Improving the Quality of Graduates according to the learning outcomes of College graduates

RESULTS AND DISCUSSION

Planning

Learning and Assessment System To realize the vision and mission of the English Education Study Program, Faculty of Teacher Training and Education in the English study program to improve the quality of graduates of the Sheikh Yusuf Islamic University and the Muhammadiyah University of Tangerang. Can be reached through a systematic learning and assessment process. Bahri, S. (2017). Learning System The learning system in the English Education Study Program which includes the following:

1. The learning paradigm refers to the higher education paradigm that is oriented to the global community, democratic participation, and humanity which is realized through the four pillars of education, namely as follows: (a) learning to know, (b) learning to do which means mastering competence rather than mastering skills according to the classification of

- the International Standard Classification of Education (ISCE) and the International Standard Classification of Occupation (ISCO), dematerialization of work and the ability to play a role in responding to the rise of the service sector, and working in the informal economy, (c) learning to live together with others, and (d) learning to be, and; lifelong learning.
2. A student-centered learning approach that is based on three principles: (a) views knowledge as incomplete, (b) views the learning process as a process to reconstruct and seek knowledge to be learned; and (c) view the learning process not as a teaching and teaching process that can be done classically, and not a process to carry out a standard instruction that has been designed. Jono, A. A. (2016).
 3. The stages of integrated graduate learning, namely (a) planning: focused on blending student learning and the process of becoming one with the assessment of learning outcomes by developing an assessment system in learning activities, the learning process is not a teaching process (b) implementation: The learning process carried out by students with the principle constructively requires students to be able to perform at every meeting. If there are student learning problems, they can be detected early in the process through an assessment of student assignments, so that improvements can be made at the same time as a system, and (c) development: the results of reflection on the learning process at the end of each meeting become the focus of planning and implementing the learning process at the next meeting. , and so on until the 14th meeting per semester.
 4. Integrated and sustainable synergy between curriculum documents, Semester Learning Plans for lecturers, students, learning resources, interactions, and the learning environment. Christin, S. Basani. (2015). In all activities of lecturers, students, learning resources, interactions, and learning environments must be sourced from the curriculum documents as outlined in the Teaching Program Unit.
 5. The role of lecturers at both universities as facilitators, motivators, understanding learning outcomes, designing strategies and learning environments, providing a variety of learning experiences, assisting students in accessing information, organizing and processing it to solve problems, and identify and determine learning outcomes assessment patterns; students, must show creative performance that integrates cognitive, psychomotor and affective abilities as a whole; the interaction process, emphasizing on the “method of inquiry and discovery”; the learning resources are multi-dimensional, meaning that they can be obtained from anywhere; and the learning environment, must be designed and contextual.
 6. Learning methods that can be chosen for the implementation of course learning include: (1) Small Group Discussion; (2) Role-Play & Simulation; (3) Case Studies; (4) Discovery Learning (5) Self Directed Learning (6) Cooperative Learning (7) Collaborative Learning (8) Contextual Instruction (9) Project Based Learning (10) Problem Based Learning and Inquiry.
 7. Paying attention to the effectiveness, efficiency, and level of ability and difficulty of students, materials, and facilities and infrastructure in choosing learning methods. Lecturers plan, implement, develop, reflect, report, and document all learning activities. Lecturers inform students about the learning system at the beginning of the lecture so that they are well prepared to take part in the lecture.

Implementation

The assessment system in the English Education Study Program refers to the curriculum formulation guidelines. Arisandy, Y. (2017). The Indonesian National Qualifications Framework, and is bound by the agreed learning system, is as follows:

1. The assessment principles include educative, authentic, objective, accountable, and transparent principles which are carried out in an integrated manner.
2. The learning assessment technique is through the cognitive, affective, and psychomotor domains carried out by observation, participation, performance, written tests, oral tests, and questionnaires.
3. The assessment process in learning is carried out during the process by looking at the development of results at several stages of learning. In this assessment process, it becomes very important, namely by examining, reviewing, providing direction and input to students, and using an assessment instrument, Performance Assessment, Authentic Assessment and Performance Assessment: three basic activities, namely: lecturers give assignments, students show their performance, assessed based on certain indicators with an instrument called a descriptive, holistic rubric, and a perception scale, as a measure of ability achievement.
4. Authentic Assessment, Performance Assessment is defined as an assessment of the acquisition process. Mufrodi, A. (2012). Application of knowledge and skills, through a learning process that shows students' abilities in processes and products
5. Giving value is not only in the form of numbers, letters, but also the most essential is providing feedback on the performance of the abilities shown by students. Lecturers prepare, deliver, agree on stages, instrument techniques, criteria, indicators, and assessment weights, carry out assessments in accordance with the Lesson Plan at least 4 times per semester that can provide feedback 18 times, and document the assessment of student learning processes and outcomes in an accountable and transparent manner

Curriculum Evaluation

Evaluation of the curriculum in the English study program to improve the quality of graduates of the Sheikh Yusuf Islamic University and the Muhammadiyah University of Tangerang. Can present material regarding areas of curriculum weakness so that from the results of the evaluation a process of improvement can be made towards a better one. Rusilowati, A. (2014). The focus of curriculum evaluation can be done on the outcomes of the curriculum with outcomes based evaluation and also on the components of the curriculum. In the outcome based evaluation, a question that arises is whether the curriculum has achieved the objectives to be achieved and how does the curriculum influence the desired achievement. While the focus of intrinsic evaluation, such as evaluation of curriculum supporting infrastructure, evaluation of human resources to support the curriculum and the characteristics of students who run the curriculum.

In both universities, in obtaining a complete picture and information about the curriculum, in the curriculum evaluation mechanism, these two approaches need to be carried out. The elements that must be evaluated in curriculum evaluation activities are at least: curriculum objectives (relevance to real needs in the community), curriculum content in subject units, learning processes, and methods of evaluating learning outcomes. Curriculum evaluation needs to be carried out comprehensively and objectively in various ways in accordance with the elements of the curriculum to be evaluated and indicators of curriculum success related to the elements being evaluated. Aflahah, A. (2019). Some of the ways that can be used include: a peer

review system to avoid taking sides in viewing the content and organization of the curriculum, tracer studies to see the relevance of achieving curriculum goals to their needs, analyzing questionnaires to students to determine the learning atmosphere, analyzing various other indicators of success, and benchmarking with the curriculum of similar study programs carried out at other universities.

Based on inputs from all lecturers in each meeting, the implementation of the curriculum for the English Language Education study program, Faculty of Teacher Training and Education, in the English study program to improve the quality of graduates of the Sheikh Yusuf Islamic University and the Muhammadiyah University of Tangerang. A. Fatoni. (2015). It can be implemented successfully if it is supported by good facilities and infrastructure, such as human resources for lecturers, academic staff, IT department, etc. Laboratory infrastructure, academic atmosphere, learning systems, information systems, study program management; so that the implementation of the curriculum is in accordance with the needs of stakeholders. Along the way, it turns out that there have been changes, both in the name, code, and position of each course in the agreed curriculum with the courses that have been running. This situation requires curriculum revision and improvement.

CONCLUSION

Based on the discussion and research results and findings as described in the previous chapter, the English language study program is to improve the quality of graduates of the Islamic University of Sheikh Yusuf and the University of MuhammadiyahTangerang. So some conclusions can be drawn as follows:

1. The plans prepared in accordance with the Vision and Mission of the two English study programs have been oriented towards improving the quality of higher education graduates and professionalism with the scope of the learning process in accordance with learning outcomes, the research found important notes that need to be followed up by the two study programs The English language at both universities, namely for the English Education Study Program, the competitiveness factor at the geographical level is still unclear, it must be improved and to make it more challenging, motivating and inspiring, it is necessary to optimize the formulation of the vision of the English Study Program. To improve the quality of graduates to be professional, graduates need to upgrade in the formulation of the vision of the study program so that the form of learning outcomes is truly clear and measurable, in the English Education Study Program.
2. The management of supporting tools for academic implementation is not yet synergistic and still needs to be optimized in a comprehensive, systematic, and measurable manner, as emphasized in the implementation of the Indonesian National Qualifications Framework curriculum in improving the quality of graduates by using the management principle of Planning Do Check Action, so as to realize the improvement of the quality of university graduates. continuously high level of language study programs in the management of a reliable academic curriculum.
3. Based on management through a curriculum implementation approach based on the Indonesian National Qualifications Framework applied in this study, the two study programs at the two universities have met the competency standards and are formulated in graduate achievement by emphasizing learning outcomes, followed by curriculum structure development. based on the Indonesian National Qualifications Framework, whose access

refers to the learning and development of Science, the process of acquiring knowledge, skills and attitudes, which is integrated with the management design of the English study program based on the Indonesian National Qualifications Framework by managing 7 educational standards as benchmarks as has been developed in the assessment of the National Accreditation Board for Higher Education

4. Implementation of the Curriculum Implementation based on the Indonesian National Qualifications Framework as formulated in this study, strengthened by the management implementation design in the English study program which has been formulated in a complete, comprehensive, systematic, and measurable English study program management system and is based on evaluation. implementation and development of quality and competitive English Study Programs.
5. Evaluations related to implementation can improve the quality of graduates with the achievements of graduates in English Language Study Programs in developing the quality of their respective higher education programs. Including the commitment of the Faculty Leaders in encouraging and supporting the implementation of the Curriculum based on the Indonesian National Qualifications Framework in improving the quality of graduates of the English Education Study Program.

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