



Designing an Appropriate Instrument for ELT Curriculum Design Evaluation in Indonesian Higher Education

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Abstract

This study concerns the design of an appropriate instrument to evaluate the quality of English language teaching (ELT) curriculum design (course distribution) in Indonesian Islamic higher education institutions. The research design applied in this study was one of Research and Development (R&D) in which the researchers adopted the ADDIE model, standing for Analysis, Design, Development, Implementation, and Evaluation. Then, the researcher invited two curriculum experts to validate the quality of questions included in the questionnaire. The developed draft was also validated by the experts, in order to create an appropriate questionnaire. Finally, after expert validation, the study has designed 21 questions on a questionnaire that can be utilised in evaluating course distribution in the ELT curriculum. The product of this study could be adapted or adopted by researchers conducting formative curriculum evaluation.

Keywords: *Curriculum Evaluation; ELT curriculum; Formative Evaluation; Rubric Evaluation*

Introduction

In recent years, there has been worldwide recognition of the problems associated with the demands of an appropriate higher education curriculum for the 21st-century generation. There are huge demands to create appropriate curriculums for the millennials in the wake of society's accelerating transformations in economy and technology (Zyad, 2016). Modern curriculum design

should address several skills that may play a fundamental role in the global workplace (at both national and international level) so students have opportunities equal to those of overseas graduates for better future careers in any sector (Schech et al., 2017; Westfield, 2002; Aquino et al., 2017; Kordi and Koosha, 2018). This issue presents urgent demands to address, and sets the current and ongoing challenge for Indonesian higher education institutions to design a curriculum appropriate to the aforementioned demands of the millennial generation in the 21st century (Bulusan, 2019).

To address these demands and the central challenge, the Indonesian government requires all departments in Indonesian higher education institutions (both public and Islamic) to develop their own curriculum that addresses 21st-century higher education standards. This is in line with Presidential Decree No. 8, 2012, the official endorsement of the Indonesian government to the implementation of a new curriculum concept (Insani et al., 2017; Latif, 2017; Susilo, 2015), well recognised as *Kurikulum Kerangka Kualifikasi Nasional Indonesia* (KKNI). This curriculum is designed to prepare all higher education graduates with adequate competences and skills to support their future careers, in both international and national markets. All graduates are expected to have not only hard skills, in terms of their understanding of theoretical frameworks and the practical domains, but also soft skills – their attitudes and values concerning other living things (human beings, animals, plants), and the universe as the whole). In addition, the teaching-learning materials should be well designed and well organised (Işik, 2018; Tomlinson, 2013) in order to stimulate students' critical thinking, creativity, leadership, collaboration, flexibility, and social skills, among other factors. These skills are comprehensively believed to play a vital role in addressing the demands of the 21st-century age of the internet (Ghaith, 2010; Gibson and Smith, 2018).

In line with government regulation from 2012 to the present day, higher education institutions do their best to design KKNI curriculums based on the directions of the Ministry of Research, Technology, and Higher Education. This applies to all study programmes, particularly in English Language Teaching (ELT) departments. Unfortunately, some still experience hardships, and struggle to address the standards of a good government-required KKNI curriculum due to the lack of human resources, facilities, and adequate budgets. This is supported by the evidence that most research articles published in open access journals still focus more on reporting the way ELT departments developed their current curriculum; surprisingly, there has been no detailed formative or summative evaluation of the effectiveness of the KKNI curriculum, even though it was

implemented in 2012. It should be noted that information on what is going wrong and right with the KKNi curriculum is vital data for improving its implementation.

Generally, there are two kinds of curriculum evaluation, *Formative* and *Summative* (Taras, 2005; Haber and Mitchell, 2017). Formative evaluation comprises systematic procedures to provide information and highlight concerns in an effort to improve the quality of the curriculum. Such improvement can be carried out at the time of curriculum construction and implementation, but only when the curriculum is still in the process of development, where it focuses on the process more than on results (Richards, 2013). The main purpose of this evaluation is to provide direct input to curriculum developers regarding aspects of development that do not meet the required criteria. Data collected from this kind of evaluation is applied to improving these areas. Summative evaluation, on the other hand, is aimed at consideration of the results of curriculum development. These results can be revealed through curriculum documents, learning outcomes, or the impact of the curriculum on schools and society. With this evaluation, evaluators can consider whether a curriculum can continue because of its success and its continued relevance to the development and demands of the community, or whether it must be replaced due to failure and incompatibility with the demands of society.

Based on the issues outlined above, there is huge demand for systematic evaluation – formative and summative – on the implementation of the KKNi curriculum, since it has been applied for approximately seven years. Several aspects of the curriculum can potentially be addressed by evaluation, such as curriculum design, implementation, and assessment. Sukirman et al. (2017) reported in their case study of one Islamic university that the course distribution in the ELT department's curriculum were badly distributed in terms of course contents and credits, with some courses overlapping with others, and credits disproportionately distributed. However, another fundamental matter to be addressed before carrying out the evaluation is an appropriate instrument to be used in collecting data – this can be in form of questionnaires, interview questions, or worksheets for observation. Such instruments play a pivotal role in collecting accurate data dealing with the strengths and weaknesses of the KKNi curriculum, and poorly designed instruments can result in invalid data. Several instruments developed by experts – questionnaires, for example – are still limited in addressing the essential characteristics of the KKNi curriculum, such as graduate profiles, learning outcomes, courses, and others. Therefore, a study on developing an appropriate instrument for evaluating the KKNi curriculum is strongly needed.

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The primary aim of the present study is to design an appropriate instrument for ELT curriculum design evaluation in Indonesian Islamic higher education. The intended instrument of this study is a questionnaire that consists of several statements addressing the design of the KKNi curriculum in ELT departments. In this case, the researchers developed a questionnaire to measure how the users of the KKNi curriculum organise distribution of ELT courses from the first to the last semester. 34 In particular, this research seeks to address the following question:

(1) What kind of questionnaire is appropriately and properly used to evaluate distribution of courses in the KKNi-based ELT curriculum applied in Indonesian Islamic higher education?

Research Method

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The present study applied a research and development (R&D) research design. The main purpose of this approach was to design educational products that could positively contribute to the achievement of educational goals (Borg and Gall, 1989). Particularly, the present study adopted one of the qualified models in conducting R&D research, known as ADDIE – Analysis, Design, Development, Implementation, and Evaluation. This model was considered because it promotes steps which are simple to carry out, without ignoring the essence of the R&D principles. The design is presented in the following diagram: 29

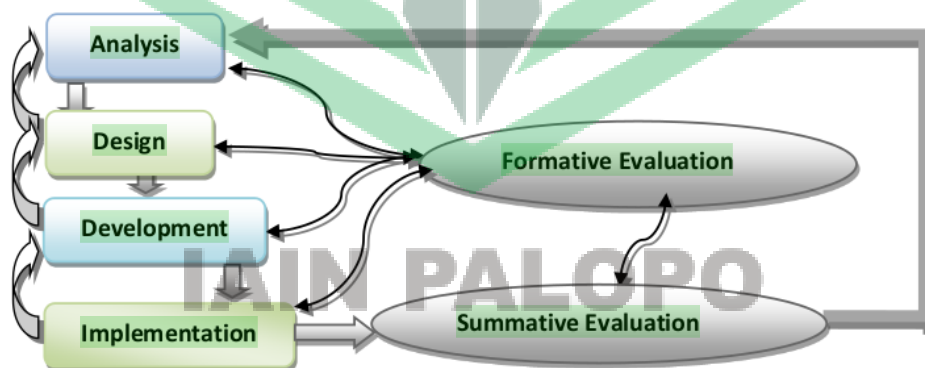


Figure 1. ADDIE Model (McGriff, 2000 cited in Sukirman, 2018)

The diagram summarises the researchers' process in carrying out five procedures in designing the instrument based on the ADDIE model. Firstly, the researchers analysed the curriculum documents by focusing particularly on the distribution of courses in order to identify the actual conditions to be addressed in the developed questionnaire; this procedure is well known

as needs analysis (Akyel and Ozek, 2010; Benesch, 1996; Prihatin, 2018). The researchers also analysed the KKNi curriculum guidelines in order to find out their appropriateness and that of the curriculum product. Secondly, the researchers designed a questionnaire template in the form of a table and formulated appropriate statements addressing the actual condition of ELT course distribution. Thirdly, the researchers developed the template and the statements designed at the previous stage into an actual questionnaire. Then, the researchers implemented the questionnaire by trying it out on lecturers, in order to measure the readability of the statements, and to filter appropriate statements included in the questionnaire. Last but not least, the researchers carried out formative and summative evaluation on the questionnaire. Formative evaluation was conducted by involving two experts in evaluating the language used, the contents, the appropriateness, and other factors; the experts commented on the weaknesses and strengths of the questionnaire. In contrast, summative evaluation was conducted at the end of the project development in order to make a final judgement on the product.

The data collected in this study were qualitative, obtained from the experts' and lecturers' suggestions and feedback on the quality and appropriateness of the developed questionnaire. To collect the data, the researchers used a rubric consisting of the twenty one components of the developed questionnaire commented on by the experts and lecturers. In addition to data analysis, the researchers qualitatively analysed comments, notes, and suggestions collected from the lecturers and experts (Madehang and Sukirman, 2019).

Findings and Discussion

An initial objective of the project was to develop an appropriate instrument in form of questionnaire as stated in the following research question:

- (1) *What kind of questionnaire is appropriately and properly used to evaluate distribution of courses in the KKNi-based ELT curriculum applied in Indonesian Islamic higher education?*

To deal with the aforementioned research questions, the researchers developed a questionnaire addressing the issues of course distribution in the ELT curriculum implemented in one of the Islamic higher education institutions. More specifically, the researcher formulated questions that could provide data on how the ELT curriculum designers distributed ELT courses in the KKNi curriculum. To develop an appropriate and qualified questionnaire, the researcher

proposed that the experts endorse its contents in order to maintain readability and the validity of data being collected. Through the experts' review, it was found that some questions tended to be repetitive and overlapping, so the researchers revised them based on these suggestions. In addition to questions subject to expert validations, some questions were not appropriate, since they did not address the essence of good course distribution. Another crucial element addressed by the experts was the layout of the questionnaire, which might negatively affect the users' attention.

The experts finally approved the developed questionnaire after the researchers revised it five times, addressing all comments, notes, and suggestions provided by the experts and lecturers. The final revision of the questionnaire consisted of three sections. The first stated the purpose of the questionnaire and instructed lecturers on how to answer the questions, by placing an 'X' against the choice of answer that best suited their views (see Table 3.2). The second section dealt with the lecturers' identity, status, courses they taught, and how long they have taught, as presented in Table 3.2.

Table 3.2. *Questionnaire section (instructions and lecturers' identity)*

Section	Description
Instruction	<p>In order to improve the performance of the ELT Curriculum in Islamic Universities – Indonesia, we request input from the lecturers by their filling out this questionnaire. Give an X in the answer choices that best suit your view.</p> <p>Lecturer status <input type="checkbox"/> Permanent Civil Servant <input type="checkbox"/> Permanent Non Civil Servant <input type="checkbox"/> Honorary</p>
Lecturers' identity	<p>Course taught 1. 2.</p> <p>Teaching time Year(s) Month(s)</p>

The last section comprised the main contents of the questionnaire. It consisted of four columns with the main titles 'No', 'Conditions', 'Questions', and 'Answer'. The questions were designed to address the curriculum design. These questions dealt with course organisation, course names, course descriptions, compulsory and optional courses, course credits, and so on. There are

21 (twenty one) questions addressing the design of the KKNi curriculum, as presented in Table 3.3. The answers column was particularly designed to collect quantitative data by using Likert Scale, and to collect qualitative data by asking respondents to provide objective reasons for their replies.

Table 3.3. *Lecturers' Questionnaire for the design of the KKNi-based ELT curriculum*

No	Conditions	Questions	Answer
1	In the group of personality development courses that apply to all departments, there is an English language course presented in Semester I.	From your perspective, if not a waste, is it appropriate that an English (general) course is presented in English Education Department?	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Explain your reason
2	An Indonesian Language course is presented in Semester III as the basis of knowledge and Indonesian language skills, especially in writing many Indonesian-language academic tasks carried out in semesters I and II.	In your opinion, is it appropriate that an Indonesian language course is presented in Semester III?	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Explain your reason

30

3 The Educational Philosophy course as applied to the philosophy of education in the realm of education presented in Semester III is aimed at enabling prospective educators or teachers to understand educational goals that are in line with the goals of human life.

In your opinion, is it appropriate to present the course in Semester III to students who require sufficient ability and maturity to understand the learning material in philosophical content?

Strongly Agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree

Explain your reason

22

4 A Lesson Plan course is presented in Semester V

Can the material content be adjusted to the specifications of the ELT department?

Strongly Agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree

Explain your reason

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5 In some segments, Learning Evaluation courses presented in Semester V tend to overlap the Language Testing courses presented in Semester VI.

Do you agree that the two courses should be integrated into an English Learning Evaluation course?

Strongly Agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree

		<p>Explain your reason</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p> <p>4</p>
<p>6 In some segments, the Learning Strategy courses presented in Semester IV tend to overlap the TEFL I courses presented in Semester VI and TEFL II presented in Semester VII.</p>	<p>Do you agree that the two courses should be integrated into one English and Language Learning Strategy and Method course?</p>	<p><input type="checkbox"/> Strongly Agree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Neither agree nor disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Strongly Disagree</p> <p>Explain your reason</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p>
<p>7 The course of Learning Technology (equivalent to Learning Media) is presented in Semester IV.</p>	<p>Can the material content be adjusted to the specifications of the ELT department?</p>	<p><input type="checkbox"/> Strongly Agree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Neither agree nor disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Strongly Disagree</p> <p>Explain your reason</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p>

.....
 ...

8 In some segments, Curriculum Development courses that are presented in Semester V tend to overlap with ELT Curriculum and Material Development courses presented in Semester VI.

Do you agree that the two courses should be integrated into a course on Curriculum Development and English Language Learning Materials?

- 1**
- Strongly Agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly Disagree
- Explain your reason

.....
 ...

9 In some segments, the Research Methods courses presented in Semester V tend to overlap with Research in ELT courses and Classroom Action Research.

Do you agree that the three courses should be integrated into one Research Methodology course in English Language Teaching?

- Strongly Agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly Disagree
- Explain your reason

.....
 ...

10 In the curriculum there are structured courses such as

According to you, is the presentation of different

- Strongly Agree
- Agree

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<p>Vocabulary I and II, Structure I, II, and III, and the like.</p>	<p>learning content significant?</p>	<p>¹ <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p>
		<p>Explain your reason </p>
<p>1 Translation I and II courses are presented in advance of Semantics, Sociolinguistics and Cross Cultural Understanding courses; while translation courses require an understanding of the meaning of Semantic, Sociolinguistic, and Culture from Cross Cultural Understanding and Anthropolinguistics (not in the structure) before studying Translation.</p>	<p>In your opinion, does the current arrangement affect the understanding of meaning and culture for those taking the Translation courses?</p>	<p><input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>Explain your reason </p>
<p>1 In the 2013 Curriculum for language specialisation in high school, students are required to take part in Anthropology classes directed towards understanding the relationship between foreign languages and foreign cultures.</p>	<p>Do you think that the Anthropolinguistics course should be included as one of the compulsory subjects in the ELT department?</p>	<p><input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>Explain your reason </p>

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1 The Discourse Analysis course is Do you think that this Strongly Agree
3 a study that examines or analyses course should be Agree
 the language used naturally, both presented as one of the Neither agree nor disagree
 in written and oral form, so that compulsory subjects in Disagree
 students understand the nature of the ELT department? Strongly Disagree

language, the process of language learning, and language behaviour. Explain your reason

 ...

 ...

 ...

1 The Pragmatics course examines Do you agree that the Strongly Agree
4 the purpose of using language in course should be Agree
 its context. included as a Neither agree nor disagree
 compulsory subject in Disagree
 the ELT department? Strongly Disagree

IAIN PALOPO Explain your reason

 ...

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 ...

1 Unlike the Introduction to Do you agree that the Strongly Agree

5 Linguistics courses that aim to subject of Language Agree

study the clarity of language, Philosophy should be Neither agree nor disagree

Language Philosophy aims to included as a Disagree

examine the nature of language. compulsory subject in Strongly Disagree

the ELT department? Explain your reason

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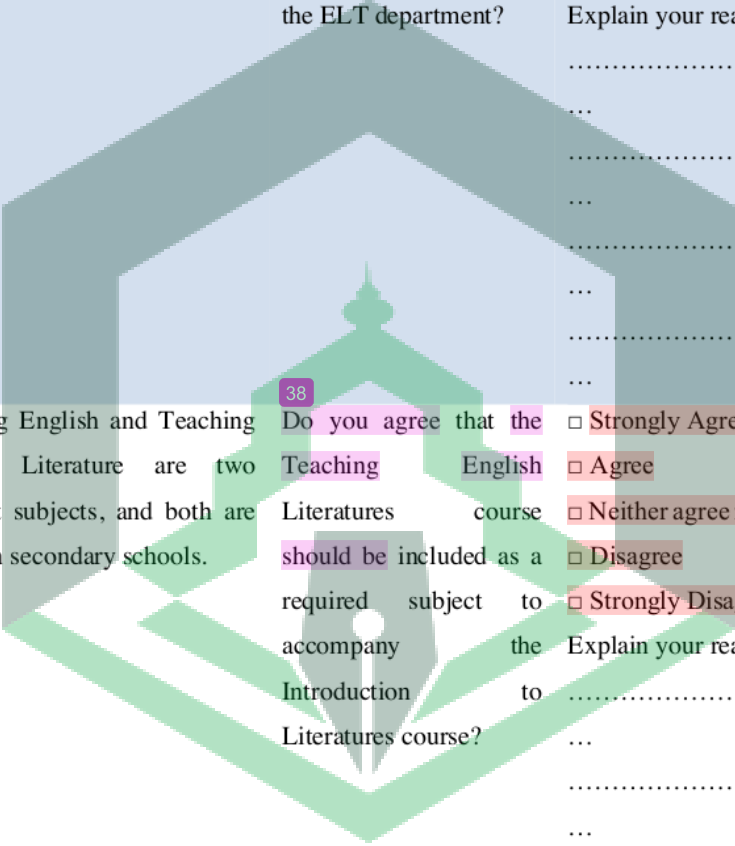
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38

1 Teaching English and Teaching Do you agree that the Strongly Agree

6 English Literature are two Teaching English Agree

different subjects, and both are Literatures course Neither agree nor disagree

taught in secondary schools. should be included as a Disagree

required subject to Strongly Disagree

accompany the Explain your reason

Introduction to
Literatures course?
.....
.....
.....
.....

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1 Unlike Psycholinguistics, which Do you think that this Strongly Agree

7 reviews how language is first course should be Agree

obtained and processed by presented as one of the Neither agree nor disagree

humans, the Second Language compulsory subjects in Disagree

Acquisition course is a study of the ELT department? Strongly Disagree

bilingualism or bilingualism and Explain your reason

its influence in learning foreign languages.

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1 In accordance with the concept, In your opinion, is it still Strongly Agree

8 elective courses are logically worth maintaining this Agree

optional or can be chosen by model of presentation of Neither agree nor disagree

students based on their interests. elective courses, without Disagree

In theory, elective courses can be flexibility for students to Strongly Disagree

packaged (for example, 1 choose courses that they Explain your reason

package of 4 interrelated are interested in?

courses) or one per unit is selected, according to the

number of credits required for

fulfilment.

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1 On the university's With this programme, is Strongly Agree

9 recommendation, the language it still relevant to include Agree

programme from the Language English and Arabic Neither agree nor disagree

Development Centre requires all courses in the group Disagree

students without exception to subject structure? Strongly Disagree

take foreign language learning Explain your reason

(English and Arabic).

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		...
2	In the concept of the Semester Credit Unit, with a 'shopping' system (not a package), students are given the freedom to choose unstructured courses in the current semester, or in higher or lower semesters, according to the capacity of students planning and completing a programme of lectures, with a maximum limit of 24 credits.	<p>In your opinion, with the concept of SKS shopping, is it still worth maintaining the package system?</p> <p><input type="checkbox"/> Strongly Agree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Neither agree nor disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Strongly Disagree</p> <p>Explain your reason</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p>
2	The ELT Curriculum contains a number of general courses and a number of expert courses to develop graduate competencies.	<p>In your opinion, are courses presented and/or taught in line with the demands of the workforce?</p> <p><input type="checkbox"/> Strongly Agree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Neither agree nor disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Strongly Disagree</p> <p>Explain your reason</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p>

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The options within this questionnaire were designed by adapting the Likert Scale (Ivanov et al., 2018), an approach favoured by many researchers in developing their research instruments.

The product of the present study completely supports the concept of the Likert Scale questionnaire in evaluating the course distribution in the ELT curriculum. This use of the developed questionnaire is expected to improve the quality of teaching materials for each course in ELT departments in Indonesian Islamic higher education, based on the criteria proposed by Işık (2018).

Conclusion and Recommendation

This study set out to develop an appropriate instrument for evaluating the course distribution in the KKNi ELT curriculum implemented in Indonesian Islamic higher education. One of the more significant outcomes of this study is the researchers' success in designing a questionnaire that could be utilised in analysing course structures in the ELT curriculum. An implication of this is the possibility that curriculum workers can adopt or adapt the questionnaire in conducting formative curriculum evaluation in ELT departments; this can help them to save time, money, and energy, because this questionnaire offers them an alternative approach. One of the strengths of this study is that it presents a comprehensive model of questionnaire design, based on the suggestions and feedback of experts – it can be claimed that this questionnaire is totally appropriate for the curriculum workers. In contrast, the present study was also subject to a number of potential methodological weaknesses, since the researchers conducted experts' validation only to measure the readability and appropriateness of the questionnaire; they carried out no experimental study to assess the effectiveness of the questionnaire. In addition, the experts' responses were subjective, and therefore susceptible to recall bias. Therefore, further investigation and experimentation into this questionnaire is strongly recommended.

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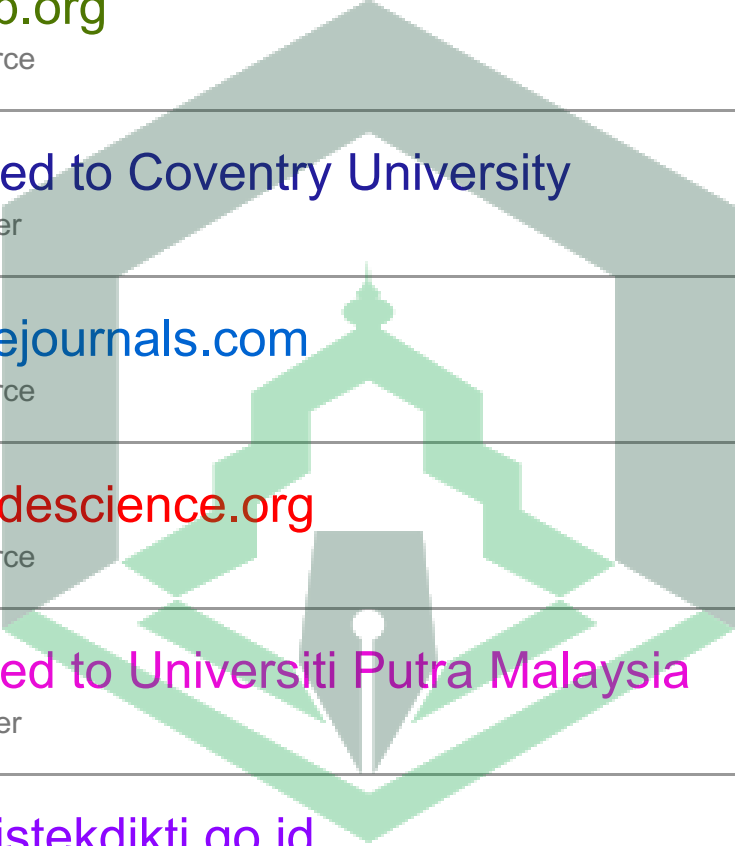
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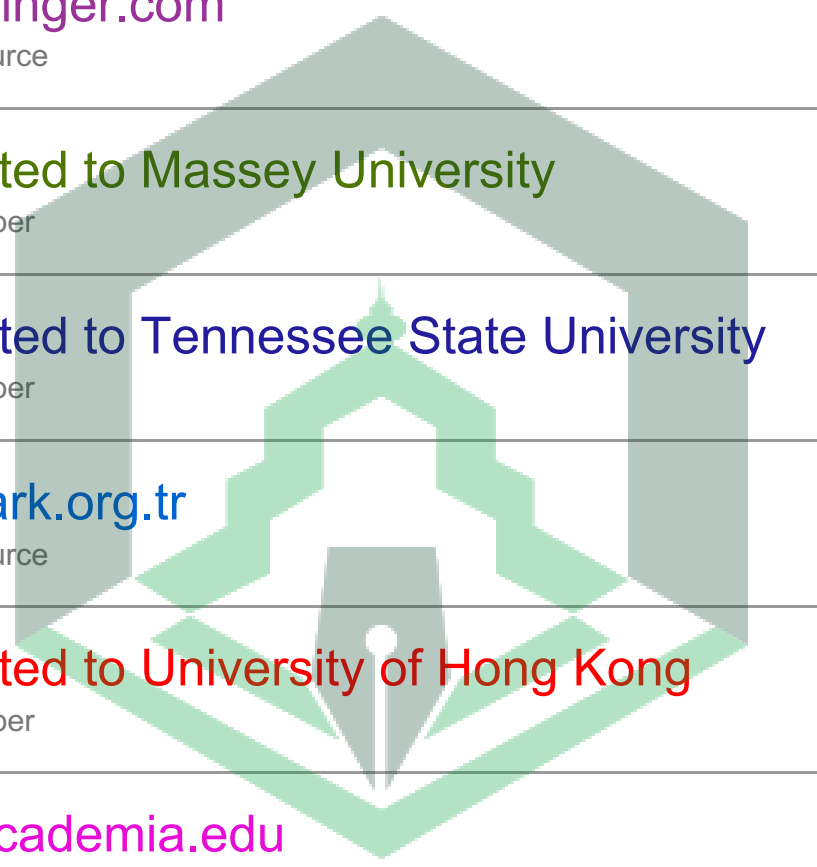
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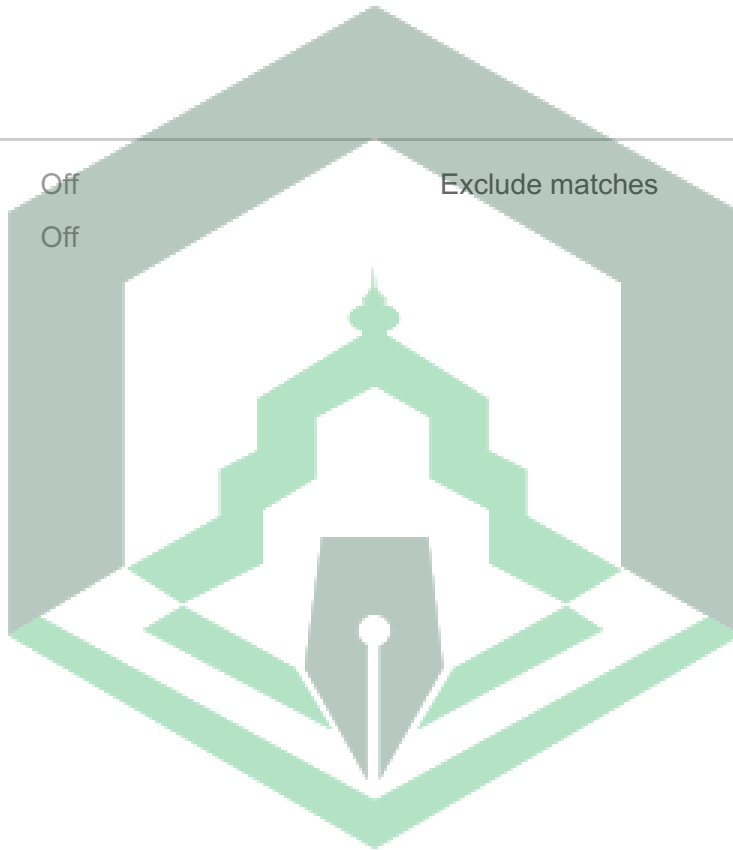
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