

Formative Evaluation on Course Structure and Credits at English Language Teaching Curriculum

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Abstract

This study aims to describe the appropriateness of the real condition of the course structure and credits on the 2010 Curriculum at English Education Department at Alauddin State Islamic University of Makassar (called UIN Alauddin Makassar) compared to the ideal conditions. The significance of this study is being primary data in developing the existing curriculum at the department. It adapts Stake's Countenance Model as the design evaluation. The data collected in this study are quantitative and qualitative data. The findings show that the appropriateness level between the objective conditions and actuality standard/objective intensity on curriculum design components with overall subcomponents on the course structure is categorized as moderate. In this case, some of the subcomponents still require limited amendment or revision in accordance with the instructions of National Education Standards Agency (called BSNP). Then, the appropriateness level of the learning burden between the objective conditions and actuality standard/objective intensity on the overall components is categorized as low. It indicates that the learning burden management through Semester Credit System still requires major changes or revisions in accordance with the instructions of National Education Standards Agency. Furthermore, the students and lecturers have relatively different attitude in viewing at the course structure and learning burden based on the curriculum. In this case, the students point out that the course structure and learning burden are less eligibility to be maintained with score 42.86%; whereas the lecturer point out the two components are totally not eligibility to be maintained with score 9.25%.

Keywords: Curriculum design, curriculum evaluation, ELT curriculum, Formative Evaluation on Course Structure

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Introduction

Formative evaluation of curriculum as the object of this study was based on the need analysis (Li, 2014; and Nepomnayshy, et.al., 2016) dealing with the course materials, and the strengths and weaknesses of the curriculum utilized at English Education Department of Alauddin State Islamic University of Makassar. It was evaluated to ensure its appropriateness with the demands of the society development and stakeholders' needs. It aimed to repair or adjust and refine it. It was intended that the graduates had high competitiveness and their knowledge was relevant to the demands of the science and the users of the graduates.

Related to this study, in the process of developing K-10 PBI through a consortium, there still remained some problems that the settlement requires time lapse with monitoring during the implementation of the curriculum. The problem that was most prominent and widely discussed among students and lecturers was the number of credits. In this case, there were several subjects in the group of scientific and skills belonging to faculty tend to overlap with some subjects in the group skills belonging to department. For example, *Pengembangan Kurikulum* course from faculty overlapped with Curriculum and Materials Development course from department. The contents of both courses are just the same.

Furthermore, in the structured-course (Kelch, 2011) especially on micro-language skills such as *Listening I, II, and III*, the materials presented were overlapped among the courses. It was supported by the evidence that the materials for Listening I were repeated in Listening II, and so on. In addition, *Translation I and II* required the mastery of Linguistics and Applied Linguistics such as *Semantics, Pragmatics, Discourse Analysis, Sociolinguistics, Anthropological Linguistics* (not covered in the curriculum) and *Cross Cultural Understanding*. Some of the courses were presented after translation course completed. According to some lecturers, the lecturers were often not equipped with the course syllabus so that the direction of students' development depends on the contents presented and the willingness of the lecturers (Richards et.al. 2016). Furthermore, the number of credits on some courses seemed like less balanced or less proportionately. This was indicated by the level of difficulty of the course as well as the students' cognitive abilities.

Blenkin et al. (1992) view curriculum as a framework of knowledge or scientific content that utilizes education as channels of its delivery process with a variety of methods. Then, it is as a structure providing guidance in the form of procedures that can be done to achieve the short and long terms of learning objectives. Shawer (2010) points out curriculum as a guidance containing principles or rules implemented by teachers/lecturers in various ways as a part of the educational process. Furthermore, Saylor et al (1981) conclude that there are three concepts of the curriculum – they are as a subject, experience, and goal. Thus, it can be concluded that the curriculum is a guideline document of education programs covering a set of macro learning designed in all aspects to achieve the learning objectives in educational institutions. This conclusion is also consistent with Candlin's view (1984). He states that the curriculum is also related to the planning, evaluation, implementation, management, and administration of education program.

Curriculum evaluation is defined as the process of collecting and analyzing relevant information systematically to evaluate and determine the effectiveness of curriculum development purposes (Richards, 2013; Atai & Mazlum, 2013; Uztosun & Troudi, 2015; Kelch,

2011; Kocer, 2013; Bell & Cole, 2008; Harris, 2010; Nichols, et al., 2006; Simons, 1987 as cited in the Marsh, 2004; and Brown, 1989 cited in Brown, 1995). This definition is very clear portrait that curriculum evaluation is a process that is carried out systematically assess the effectiveness of the curriculum (Assel et.al., 2007). Effectiveness is meant by achieving the results that have been formulated (Picho et.al. 2015; Zeng & Li, 2015; and Ebbeck et.al., 2012). In the process, the device needs evaluation in a variety of formats to capture the required information. The information obtained was then analyzed and the results were used as a material correction and further development. In short, curriculum evaluation is a process and not a product.

Holt (1981) identifies six models of evaluation as follows: 1) classical studies; (2) research and development; (3) illuminative; (4) decision maker conference; (5) lecturer's research; and (6) case studies. Then, Cohen (2007: 87) also identifies three schematic model of curriculum evaluation; 1) Curriculum Content Analysis Scheme (CCAS) developed by the Education Consortium of Social Sciences; 2) Curriculum Material Analysis Scheme Sussex developed by the University of Sussex; and (3) Curriculum Material Analysis Scheme for Science developed by the German Federal Government.

In addition, the most widely adopted and adapted evaluation model is proposed by Print (1993: 164), namely: (1) Tyler Goal Orientation Model (Creed & Hennessy, 2016); (2) Social Experiment Model; (3) Context, Input, Process, and Product (CIPP) and Environment, Input, Process, Outcomes (immediate) and Long range outcomes (EIPOL) Model (Mirzazadeh, 2016; and Baturay & Fadde, 2013); (4) Stake's Countenance Evaluation Model; (5) Discrepancy Evaluation Model; (6) Responsive Evaluation; (7) Transactional Evaluation; (8) Free-interest Evaluation; (9) Investigative Approach; and (10) Illumination Evaluation (Hall, 2014). From all the models offered by experts, practitioners, and researchers in curriculum, this study offers a Process Evaluation Model proposed by Davies (2001). This model is quite simple to do in a relatively short time and with a focus on processes that occur in the implementation of the curriculum.

The following describes the coverage of curriculum evaluation on two orientations proposed by Rahman (2005). First, Programs Evaluation/Curriculum Document (antecedents) – the evaluation of the components of curriculum documents can be done by selecting the components and sub-components in accordance with the purpose of evaluation. Second, Curriculum Implementation Evaluation (Transactions) – the evaluation of the curriculum in the implementation context, according to Rahman (2005), is more focused on the suitability of the planning to the curriculum implementation. One of the implementation evaluations is the problem identification to implementation procedures (Stufflebeam, 1986). Third, Curriculum Evaluation Outcome – the evaluation of the outcomes is one coverage curriculum evaluation conducted to measure the success in achieving its intended purpose (Stufflebeam, 1986; Khalil & Jayawickramarajah, 1991; and Vartuli & Rohs, 2009)

The design of Curriculum 2010 (called K-10) of English Education follows a common pattern used by the study program within UIN Alauddin Makassar. First, introduction covers some rational components such as objective circumstances, the ideal conditions, and major characteristics; the legal basis, vision, mission, and goals. Second, the graduates' competences are directed to the main profession (teaching staffs in formal and non-formal institutions) and

additional professions (professionals out of the field of language teaching such as an Islamic preacher in English, and so forth). Third, it deals with the structure and content curriculum. Fourth, the support for students in the learning process includes new student supervision, academic supervision, teaching practice supervision, guiding thesis supervision, and so forth.

Fifth, the student intakes are graduated from Senior High School, Vocational School, Senior Islamic High School, and Islamic Boarding School. They have passed the selection one of entrance tests of UIN Alauddin Makassar with certain criteria. Sixth, evaluation method, the improvement of the quality and standard of the learning process is done by evaluating the learning process by the monitoring team of quality assurance at English Education Department of UIN Alauddin Makassar. Also, there is a feedback dealing with the students, staff development, and internal academic quality assurance. Seventh, the stipulation of graduation criteria includes; 1) finishing study by having maximum load of 150 credits, GPA ≥ 2.00 (scale of 0.00 to 4.00); 2) having no E (0) score; 3) have conducted teaching practices to schools and regular or profession community service; 4) having TOEFL score at least 400 score for prediction test; and 5) have completed a comprehensive and thesis examination. Eighth, academic performance assessments are conducted through the evaluation with academic achievement index calculated based on the score of A = 4, B = 3, C = 2, D = 1 and E = 0.

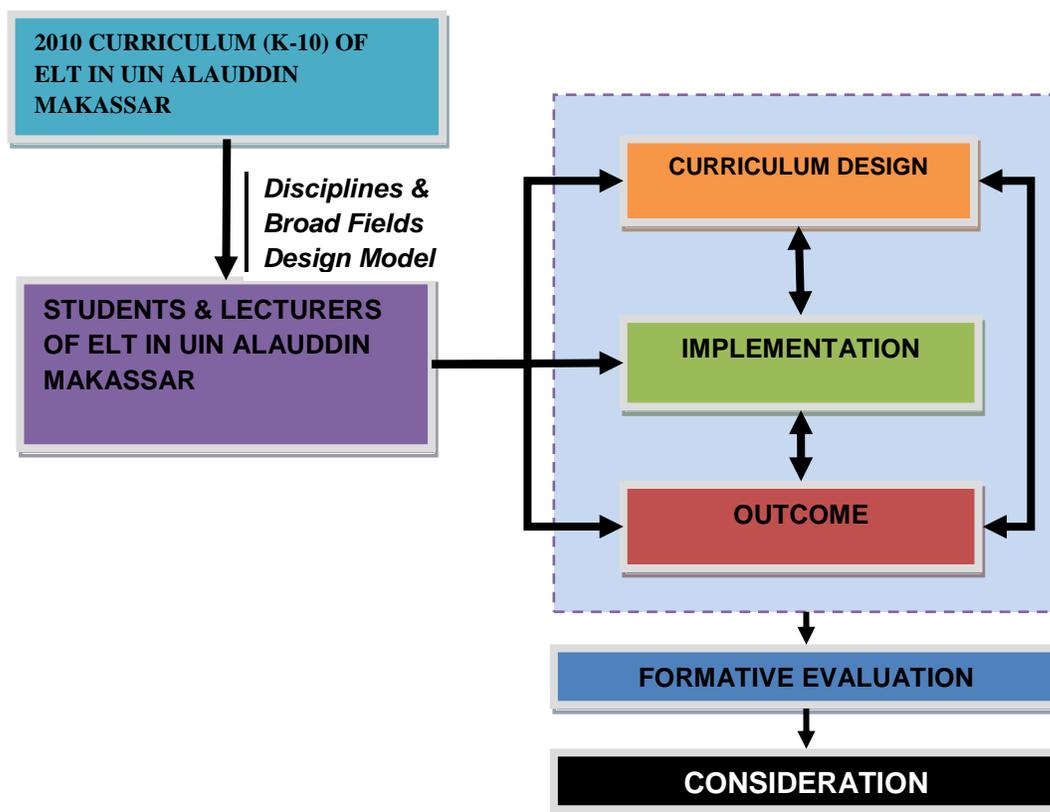


Figure 1. Theoretical Framework

Further, the theoretical framework is illustrated schematically in Figure 1. It shows the framework of this study referring to Disciplines and Broad Fields Design. The curriculum is applied to students of UIN Alauddin Makassar PBI starting in 2011 until today. Then, it is implemented by lecturers who teach the main courses in the department. Curriculum element evaluated is the curriculum design that covers the course structure and learning burden. The data from these elements is in form of students' and lecturers' view on the components. Then, it is analyzed to find contingency and congruence, as well as whether there is a difference between the views of students and lecturers of the curriculum in some segments.

Research Method

It was a research evaluation using case studies to: 1) produce a detailed description of a phenomenon; 2) develop explanations of the data obtained from the case study; and (3) evaluate the phenomena (Gall and Gall, 2003: 439). This study adapted the evaluation design of Stake's Countenance Model developed by Robert E. Stake consisting of three stages, namely' input (antecedents), processes (transactions), and the results (outcomes) (Thanabalan et.al. 2015; Wood, 2001; and Appelhof, 1984. However, the researchers only adopt one step – it is the input stage (antecedents) divided into two phases, namely; description and decisions/judgments. Stake design focuses on actual decision oriented at any stage of the evaluation by conducting measurements at each focus of evaluation that is summarized in a matrix adapted to the case-order effect matrix (Sabarguna, 2005: 27). Based on this theory, the researchers developed the research design as follows:

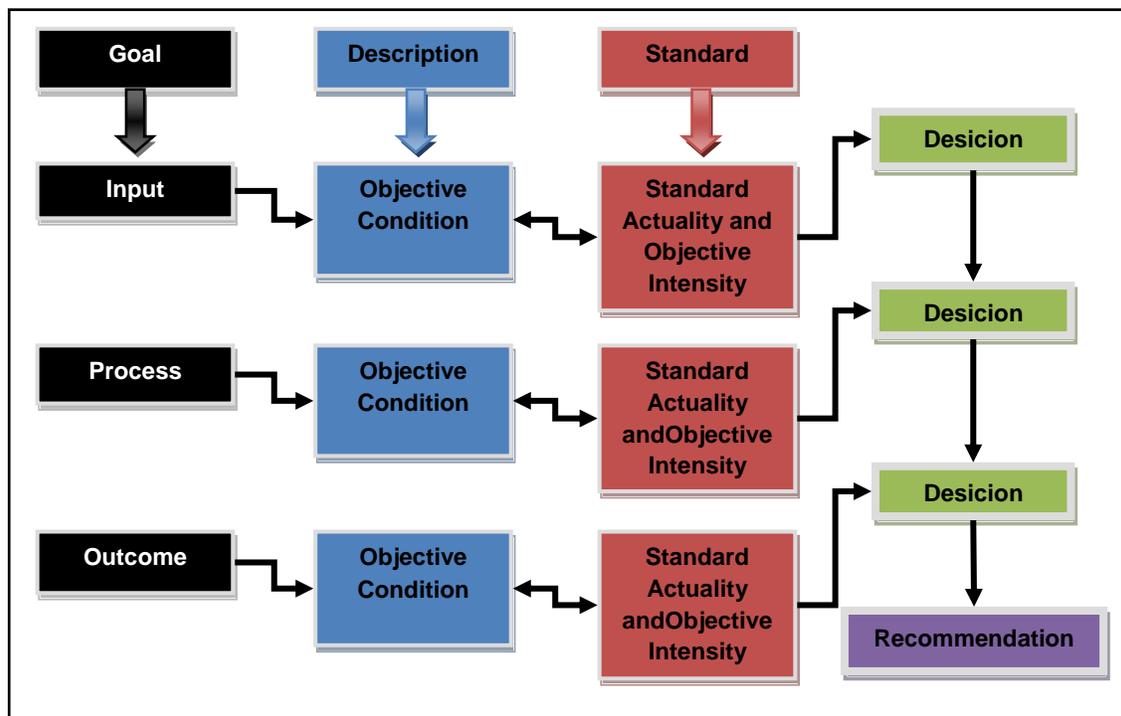


Figure 2. Research Design

This study was conducted in English Education Department of UIN Alauddin Makassar in July-September 2015. The informants were selected purposively based on the research objectives. Criteria in selecting the informants were; 1) the chief and secretary of English Education department as supervisors; 2) the lecturers as the secondary implementers of the curriculum; and 3) the students as the primary implementers of curriculum.

The main variable in this study is the design of the curriculum (antecedents). It refers to the concept and the format of the curriculum interpreted as curriculum design in the form of a document with rational content, vision, mission, and objectives, graduates profile, graduates competence, competence elements, materials, credits, courses, curriculum structure, academic calendar, and evaluation. The evaluation criteria refer to the principles of relevance, completeness, efficiency, significant, effectiveness, and practicality (Yang, 2014; Schug, 2012; Chen & Dai, 2015; Sconce & Howard, 1994; and O'Byrne, et.al., 2015).

Generally, quantitative data obtained from observation checklists, behavior assessment, assessment format of the students learning outcomes, and attitude questionnaires were analyzed using descriptive statistics. The qualitative data obtained from interviews were analyzed, presented, interpreted and discussed qualitatively using the most coherent description. Furthermore, the data obtained from the technical documentation using observation checklist were analyzed with descriptive statistics (percentages). Scoring was done by summing the responses for each subscale and written in percent (%). Then, the percentage scores were compared with the interval scores with the suitability standard on three levels as shown in the following table:

Table 1. *Appropriateness Qualification*

Score in Percentage (%)	Appropriateness Qualification
67 – 100	High
34 – 66	Moderate/Average
0 – 33	Low

To obtain a degree of correspondence between the objective condition and the actual standard, it was used a number of criteria being the reference assessment. These criteria are the measurement of objective standards. The results of the evaluation or the objective intensity of the field compared to objective standards that have been set previously.

Decision-making techniques of the actuality at any stage or aspect of evaluation was conducted by performing measurements on each of the evaluation focus that was summarized in a matrix adapted to the case-order effect matrix (Sabarguna, 2005). The characteristics of this model present the effects of the comparison between the objective standard in forms of normative standard criteria predefined previously and the objective intensity in the form of real field recordings. The comparison produced the effect of a conclusion in the form of actuality decision on any cases observed (Stake, 1967; and Issac & Michael, 1983).

Then, the obtained data from questionnaires conducted with students and lecturer were analyzed in two ways. First, it was analyzed through descriptive analysis by summing the respondents in the same category to get the dominant view and percentages. Second, it was conducted by assessing the dominant answer with 1 score for accepting existing conditions,

and 0 score for rejecting the conditions. Total scores on each component were calculated the percentage to determine the component eligibility standard assessment whether the components were eligible to be maintained or needed a change. The following table was used to determine eligibility standards:

Table 2. Eligibility Standard

Score in Percentage (%)	Eligibility Standard
81 – 100	Totally Eligibility
61 – 80	Eligibility
41 – 60	Less Eligibility
21 – 40	Not Eligibility
0 – 20	Totally not Eligibility

Results and Discussion

Curriculum Design Description (K-10)

The required data from the document of K-10 curriculum in this research focused on the structure component or the courses organization and the learning burden through the system Semester Credit Units (SKS) by considering the time and problems occurred (trending problems).

Course Structure (Organization)

The objective condition of the course organization was obtained from 16 descriptors and 9 observations indicators of K-10 curriculum. The findings were compared with standard topicality and objective intensity in accordance with the law on the Content Standards and techniques manual from National Education Standards Agency (called BSNP) dealing with curriculum design for Universities. The evaluation findings dealing with the course structure categories were presenter in the following table.

Table 3. The Findings of Course Structure Appropriateness

No	Indicator	Score	Ideal Score	Grade (%)	Appropriateness Level
1	Course Distribution	3	4	75	High
2	The Formulation of Graduates Competence	3	4	75	High
3	Course Cluster:				
	a. Competence-Based	4	4	100	High
	b. Competence Element	4	4	100	High
	c. Compulsory and Elective	3	4	75	High
	d. Cluster-Based	0	4	0	Low
4	Course Mapping	2	4	50	Moderate
5	Course Description	0	4	0	Low
6	Course Management Description:				

a. Structured/conditional Course	0	4	0	Low
b. Elective Course	0	4	0	Low
c. Integrative Course	0	4	0	Low
7 The fulfillment of the principles in designing course structure	0	4	0	Low
8 The orientation of course presentation:				
a. Development of students' mental and maturity	0	4	0	Low
b. Relevancy of the work field	2	4	50	Moderate
c. Referring to the findings of self-evaluation of the department	0	4	0	Low
d. Dynamic of Science and Technology development and the innovation of graduate users' needs	3	4	75	High
9 Description of graduates competences	4	4	100	High
Total	28	68	41,17	Moderate

The data on the previous table (Table 3) show the degree of conformity between the objective conditions and actuality standard objective intensity on curriculum design components with subcomponents of the course structure. Overall, the total score of the findings dealing with the course structure was 28 out of 68 as the ideal score. The score of 41.17% categorized 'average' implies that some subcomponents still require changes or revisions in accordance with the BSNP instructions.

The following are the descriptions of the findings and discussion on each component and subcomponent on the course structure variables:

Course Distribution (DSK-1)

The objective conditions of the course distribution contained in K-10 document cover course materials related to the graduates competence (profession) and patterned by grouping competence elements, namely: (a) the personality foundation; (b) the mastery of science, technology, art, and/or sports; (C) the ability and skill to work; (d) the attitudes and behaviors in the work according to skill level based on the knowledge and skills mastered; (e) the mastery of the social life rules in accordance with the elective expertise in the work. The distribution has met the criteria required by BSNP although it still needs to be organized in terms of grouping them based on their cluster in to obtain score 3 categorized "high".

Formulation of Graduates Competence referring to National Qualification Framework (DSK-2)

The formulation of the graduates competence found in the documents of K-10 curriculum was stated in the objectives that refer to the standards of National Qualifications Framework Indonesia (called KKNI) in Level 6 in line with bachelor degree. The formulation has fulfilled the BSNP requirements. It also obtains score 3 as in the case of disclosure or language as well as content described still needs revision and refinement.

Course Cluster (DSK-3, 4, 5, and 6)

The indicators in clustering the courses consist of four sub-indicators. They are basic competence, competence elements, coverage, and cluster base. Clustering the course that has been done is a grouping them based on the graduates competence consisting of general competences (general courses), core competences (specific courses for the department), and special competences (subject expertise). Then, the general competences are coded 'UIN' (courses belong to university), core competences were coded 'FTK' (courses belong to faculty), and special competences were coded 'PBI' (courses belong to department). The sub-indicators obtained score 4 categorized "high".

Then, the clustering dealing with competence elements refers to at least five elements of the graduates competences. First, the personality foundation was coded MPK. Second, the mastery of science, technology, art, and/or sport was coded MKK. Third, the ability and skill to work was coded MKB. Fourth, the attitudes and behaviors in working according to skill level based on the knowledge and skills mastered was coded MPB. Fifth, the mastery of the social life rules in accordance with the elective expertise in the work was coded MBB. In addition to all five elements, there are still elective courses that refer to elements of skill competences in working (MKB). The sub-indicators obtained score 4 categorized "high".

Furthermore, the courses are also distinguished on compulsory and elective courses. The K-10 document contains a number of general (compulsory) and expertise (elective) courses aimed at developing the graduates' competences in professional education program. The compulsory courses are assigned in accordance with the standards of learning burden set by BSNP dealing with the implementation guidelines that must be solved student by the students. The scores 3 categorized "high" still need to be revised in clustering the elective courses.

In accordance with the course cluster, there are no data from K-10 document that shows the indicator so the score is 0 categorized 'low'. The meaning of clustering courses is grouping the courses based on the cluster. For example, the courses belong to Linguistics clusters are Introduction to Linguistics, English Phonology, English Morphology, and English Syntax. Then, micro-language skill clusters consist of Listening, Speaking, Reading, and Writing. The advantages offered by clustering among other courses are systematizing the course arrangement, and preventing the overlapping course materials.

Course Mapping (DSK-7)

Course mapping found in K-10 documents K-10 is the course mapping pattern based on competence and semester mapping in presenting courses as well as the credits. There were no mapping based learning strategies or curriculum inter-component relationships, especially the relations between courses, materials, and clustering in line with Kepmendiknas No. 232/U/2000. This can be conducted if there is a document dealing with the review of the curriculum content map and the materials realized in the form of courses and their credits scope respectively. Therefore, this sub-indicator obtains score 2 categorized "moderate".

Course Description (DSK-8)

Course description is a brief description of the contents for each course. It is also like a synopsis presented in order to provide an overview and a preliminary understanding of the course content. Generally, it is designed in the form of a catalog that contains code, number, course name, and the number of credits. For this indicator, it has not found any document dealing with a catalog in K-10 curriculum or designed as a stand-alone document for the sake of dissemination. Therefore, this indicator obtains score 0 categorized “low” as the consideration for further curriculum improvements.

Course Management (DSK-9, 10, and 12)

Course management is related to the improvement efforts of the K-10 curriculum developer dealing with structured conditional, elective, and integrative courses that contain > 60% credits similarly. The courses classified in the previous categories should be described clearly to be understood by students.

In the structured as well as tiered courses, there is no a written statement as well as explanation dealing with the content on each structured or tiered course. It is not also described whether based on the level of difficulty or difference in the materials, especially with the unavailability of the catalog dealing with the course description. It will be potential to create course differences if it is taught by different lecturers. Besides, it will also create the materials similarity at each level. Likewise, the requirements needed to program the subsequent courses such as Structure II should only be prescribed after completing Structure I, and Translation after finishing the component of Linguistics, Discourse, and Cross Cultural Understanding.

Further, elective courses also have a similar phenomenon with the compulsory courses. It is not clear how many credits can be programmed by students to support the compulsory courses or related to their specialization. Similarly, the number of credits that have been completed to then program the elective courses in the semester is not clear. In addition, the more confusing is the presentation of elective courses. In fact, it is not chosen by the students but it is presented like compulsory courses.

The integrative courses are relatively similar in the cluster of scientific and skill courses (coded FTK). Then, the cluster of work skills course (coded PBI) is also not done well. The Lesson Plan Course (coded FTK3218) contains materials related to the competence learning program development from the annual programs to daily lesson plans; from planning, implementation, to the assessment. Also, the learning process in the classroom to the practical tasks can basically be integrated with TEFL II (coded PBI4255) that contains approximately equal materials. The difference is only in form of the course specification. Both of these courses also include conditional course that can only be programmed if the student has completed a course on the teaching and learning strategies, instructional media, and language testing and assessment.

Learning Strategies Course (coded FTK2320) can be integrated with the TEFL I course (coded PBI3254). The difference is only in the content specification of the course. Then, Learning Evaluation Course (coded FTK3319) can be integrated with Language Testing course (coded PBI3256). Also, Learning Technology course (coded FTK2321) can be

integrated with Language Laboratory Management course (coded PBI2270). In addition, Curriculum Development course (coded FTK3222) can be integrated with Curriculum and Materials Development course (coded PBI3353). Further, Research Methods course (coded FTK3223) can be integrated with Research in ELT course (coded PBI3257) and Classroom Action Research course (coded PBI4258). The course integration described previously is designed in order to apply one of the principles in developing curriculum by enlarging the credits and reducing the courses. The model implementation can be done by team-teaching synergism between lecturers who teach courses coded FTK and lecturers who teach courses coded PBI.

The third sub-indicator was given score 0 (categorized Low) because of the absence of the component observed. Therefore, the curriculum developers collaborated with the lecturers should conduct a deep study dealing with the curriculum development.

Principles in Designing Course Structure and Credits (DSK-11)

The principles in designing the course structure and credit, enlarging the credits and reducing the courses, has not been fully executed in K-10 curriculum, especially on course integration models. In addition, there are not oral statements or written evidences concerning with the mechanisms in determining the course credits (Sheridan, 2005; and Lozano & Young, 2013) for each course. Therefore, this sub-indicator obtains score 0 (categorized Low).

Orientation of Course Presentation (DSK-13, 14, 16, and 17)

The course presentation in K-10 document is oriented to courses related to the field of teaching science profession. Curriculum development is not based on need analysis of students but it is designed based on the user needs or absorbent graduates. With the basic model, the development of the mental aspect of students will not be used as the main indicator in determining the course credits, except on the difficulty level and learning of the course presentation (DSK-14) is relevant enough to the working world with the score 2 (categorized Moderate).

Furthermore, the curriculum changes at the secondary schools from KTSP curriculum to 2013 Curriculum being tested for a wide-scale validation should be anticipated by K-10 curriculum or at least the next two years there should be a change in the course structure. For example, the language specialization program in the cultural context such as Anthropological Linguistics. Therefore, there should be Anthropological Linguistics course that can be integrated with subjects Sociolinguistics and Cross Cultural Understanding. For this sub-indicator, it has been in line with the BSNP instructions although the implementation still has some problems. Thus, it obtains score 3 (categorized High).

In addition, the orientation of course presentation does not deal with the availability, adequacy, and appropriateness of the facilities and infrastructure, lecturers, staff, and other resources. Secondary data showed that the number of lecturers both civil servants and non-civil servants in this department is still far from enough qualified. Meanwhile, the applicants have increased very rapidly in the last 10 years. Therefore, this sub-indicator obtains score 0 (categorized Low).

Description of Graduates' Competence Related to Their Professions (DSK-15)

There are two graduates' competences described in the introduction to K-10 document K-10 after the description of the study program's objectives. First, primary profession (Major) is depicted as English teachers in the formal and non-formal institutions. Second, additional professions are out of their primary profession such being Language Instructional Designer Banking Staff, Islamic Preachers who can speak English, on so on. For this sub-indicator obtains score 4 (categorized High).

Course Credits

English Education Department at UIN Alauddin Makassar applies a semester credit system where the management still has a number of problems and ambiguities that need revision based on the findings. Related to the statement previously, the following is presented the findings as well as the discussion dealing with the data stated in K-10 document.

Table 4. *The Findings of Course Credits Appropriateness*

No	Indicator	Score	Ideal Score	Grade (%)	Appropriateness Level
1	Learning Burden	4	4	100	High
2	Semester Credits System				
	a. Credits Plan	2	4	50	Moderate
	b. Description of the system and the requirements in programming the system	0	4	0	Low
	c. Description of the credits number that can be programmed by students for each semester	0	4	0	Low
	d. Description of the minimum credits for each semester	0	4	0	Low
	e. Description of the requirement in programming credits for structured and conditional courses	0	4	0	Low
3	Description of the weighting courses				
	a. Lecturing	2	4	50	Moderate
	b. Response/tutorial/seminar program	0	4	0	Low
	c. Laboratory Practice Program	0	4	0	Low
	d. Teaching Practice Program	0	4	0	Low
	e. Research Program	0	4	0	Low
	f. General Course Weighting	0	4	0	Low
	g. Following BSNP guidelines	0	4	0	Low
	h. Expertise Course Weighting	0	4	0	Low
	i. Thesis	4	4	100	High
4	Description of the duration in programming Bachelor Degree	3	4	100	High
Total		15	64	23,43 %	Low

Learning Burden (DSK-18)

On instrument, item 18 is written a statement that K-10 document contains credits for each course. Related to the statements, the findings indicate that the learning burden for each course is measured in units of semester credit with the range of 2-3 credits. It has been mapped in accordance with the decision of the consortium with a variety of considerations. Therefore, this sub-indicator obtains score 4 (categorized High).

Semester Credit System (SKS) (DSK-19, 31, 32, and 33)

Semester Credit System that has been implemented in English Education Department of UIN Alauddin Makassar does not totally meet yet with the requirements set out in Kepmendiknas No. 232/U/2000. In planning (DSK-19), the department has not imposed the credits system by not totally giving opportunity for students to set out the credits being programmed based on their capacity. The students who have average ability have not given the opportunity to program the courses at higher semesters. In this case, they must wait until they are at the semester. Thus, the degree of conformity is assessed by giving score 2 (categorized moderate).

Dealing with the descriptors 31, 32, and 33 given score 0 (categorized Low), it can be stated that there is no description of the system and the terms in programming the credits system. In addition, the required number of eligible credits and the terms of programming the tiered and/or conditional courses are also not stated. All the descriptors have not been included in K-10 document and there is no explanation outlining the reasons why the system has not totally been adopted. This is, of course, potentially harm the students who may be able to complete the study in 3.5 years should not be in 4 years.

Description of Weighting Course (DSK-20 to 29)

There are only two items found in the description of weighting for the descriptors 20-29. First, the general course weighting (DSK-20) obtains score 2 (categorized moderate). Second, thesis weighting (DSK-29) obtains score 4 (categorized High). The other descriptors have not been fulfilled and then obtain score 0 (categorized Low). The lectures weighting generally is stated as a weekly learning activities per semester consisting of face to face activities for 50 minutes (per credit). However, there is no description dealing with the structured assignment for 60 minutes and self-study for 60 minutes. Similarly, the tutorial program, laboratory, teaching practice programs, research activities, and general courses weighting are in line with the BSNP guidelines in weighting the general and expertise courses. Especially for thesis weighting, it is clearly defined and weighted by 6 credits and should only be programmed after taking off all the required courses.

Description of Study Duration for Undergraduate Program (DSK-30)

K-10 Document has posted an explanation that the duration of the study to achieve a bachelor's degree at least 4 years by completing at most 150 credits with GPA ≥ 2.00 . In addition, there should be no score E (0) and has completed Teaching Practice Program, Community Service Program, TOEFL test at least 400 for predictions, and has completed a comprehensive examination and thesis. The weakness of this description is the duration of the study (at least 4 years), meanwhile the credits system required at least 3.5 years. In addition,

there is no description dealing with the maximum duration to be registered students. Therefore, this component obtains score 3 (categorized High).

Conclusions and Suggestions

Conclusions

The appropriateness level between the objective conditions and the standard actuality/objective intensity on curriculum design components with subcomponents of the overall course structures is categorized Medium by score 41.17%). It means that some of the subcomponents still require limited amendment or revision in accordance with the BSNP instructions. Then, for the study burden, the appropriateness level between the objective conditions and the actuality standard/objective intensity on the component as a whole is categorized Low by score 23.43%). It means that the management of the study burden through Semester Credit System still also requires major changes or revisions in accordance with BSNP instructions. Then, students and lecturers have relatively different attitude in viewing at the course structure and study burden stated in K-10 Curriculum of English Education Department at UIN Alauddin Makassar. The students view that the course structure and study burden are less worthy to be maintained with the score 42.86%). Meanwhile, the lecturers view that the two components are totally not worthy to be maintained with the score 9.25%.

Suggestions

The findings of this formative evaluation should be followed up in the form of curriculum improvement; especially on the components that obtain lower scores in the conformity with the actuality standards established by BSNP for college curriculum. Out of all the evaluated components, the improvements needed are mainly targeted at fundamental changes in the course structure and study burden that are unwell-designed as well as unwell-organized. Furthermore, the subjectivity of the students and lecturers' points of views still need additional data and expansion of the sample as a form of real-time verification to ensure the validity of the data. The students and lecturers' views in this evaluation are still in form of preliminary data so it can only be used as guidelines in developing further curriculum evaluation instrument. Finally, curriculum formative evaluation at the department level needs to be conducted regularly (every year) to guarantee the quality of the program and anticipate the changes and needs development of the workforce.

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