

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

Sukirman

English Education Department, Institut Agama Islam Negeri Palopo
South Sulawesi – Indonesia

Djuwairiah Ahmad

English Education Department, Universitas Islam Negeri Alauddin
South Sulawesi – Indonesia

Mardiana

English Education Department, Universitas Islam Negeri Alauddin
South Sulawesi – Indonesia

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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