



ALUMNI'S PERCEPTION ON EXPECTED LEARNING OUTCOMES OF ELT PROGRAM AT UNP (BASED ON AUN-QA CRITERIA)

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Abstract

English Language Teaching Program at UNP is trying to improve its curriculum in order to get certification from AUN-QA (ASEAN University Network-Quality Assurance). One requirement needed is getting feedback from Alumni on some criteria set by AUN-QA. This study aimed to find the alumni's perception on Expected Learning Outcomes of English Language Teaching Program at UNP and to find what improvement needed based on the alumni's perception. The data were collected through an online questionnaire given to 74 alumni who were divided into two groups: the alumni who work in education field (46 participants) and the ones who work in non-education field (28 participants). The questionnaire given consists of 29 items. The data were analyzed by finding the mean scores for each item. Then, the mean scores were converted into degree of perception. As the results, the mean scores got were 3.58 for vision, missions, and profile of the alumni; 3.66 for purposes of the program; and 3.60 for expected learning outcomes. Even though there are few comments given by the alumni who gave negative responses, most of them have very good perception on English Language Curriculum at UNP. From the finding, it can be concluded that there is slight improvement needed based on the alumni's perception.

Key words: ELT Curriculum, AUN-QA, Alumni's Perception

A. INTRODUCTION

Curriculum development is an area in which researchers of education often focus on. Related to the curriculum development, few studies have been conducted by researchers. Refnaldi and Arianto (2017) conducted a research about need analysis of graduates towards English Education curriculum at UNP. Besides, Refnaldi, Aryuliva Adnan, and Fitriwati (2017) conducted a research about mapping program learning outcome to meet AUN-QA criteria. Suharmanto et al (2013) also did a research dealing with a Look at an Initial Attempt to Mapping the English Curriculum at UM. In addition, there is another research

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conducted by Amidi et al (2018) about what preparation and revision should be made to curriculum at Post graduate program of UNNES in order to get certification from AUN-QA.

In order to meet the demands of today, curriculum needs to be always improved and revised. This will result in the increasing quality of education activities. Talking about curriculum improvement, English Education Program at Universitas Negeri Padang is trying to review and improve its curriculum. It is due to the fact that the curriculum must always be up to date. It is not feasible if the curriculum is never revised and developed while the globalization continues to change, and the demands of globalization towards education also continue to increase. In addition, if the development of the curriculum is not done, the goals aspired by education practitioners will not be achieved. Surely, this will result in the declining quality of English Education Program at Universitas Negeri Padang.

In order to improve the quality of English Education Program of UNP, it is important to develop and revise the curriculum by looking at the criteria set by AUN-QA (Asean University Network Quality Assurance). Since this program is already certified nationally, and it already gets accreditation in the national level, going forward to more develop its curriculum based on AUN-QA criteria is considerably important. Thus, this program can get certification in the ASEAN level.

AUN-QA is an ASEAN-level organization in ASEAN level focusing on improving higher education among its member universities. AUN-QA tries to develop higher education quality by having a holistic quality assurance system which is used to develop the standards of academic, research and service for all universities belonged to its members (Guide to AUN-QA Assessment at Institutional Level:2016). In order to obtain certification from the AUN-QA and by the mean of fulfilling the criteria set by AUN-QA, the English education curriculum at Universitas Negeri Padang must meet the criteria or standards established by AUN-QA. In order to achieve and meet the criteria determined, the feedback from education practitioners such as students, lecturers, alumni, and stakeholders towards the implemented curriculum needs to be gathered in order to get inputs.

In this study, the researcher focuses on the alumni's perception towards the three criteria set by AUN-QA: expected learning outcomes, program specification, and program structure and content. Alumni is one of the stakeholders who certainly play an important role in curriculum development in universities because alumni are the ones who know more about what things are needed in the field of work today. From this research, it is hoped that the writer find the alumni's opinions and suggestions toward the curriculum so that it can be revised and evaluated to meet the international standards, AUN-QA standards.

B. RESEARCH METHOD

This survey study was conducted to alumni who were grouped into two categories: the alumni who work in education field (46 participants) and the ones who work in non-education field (28 participants). The instrument used is an online questionnaire consisting of 29 items. There are 9 items related to the

vision, missions, and profile of alumni; 7 items related to program's purposes; and 13 items related to program's learning outcomes. The participants were required to choose one of the four scales set in the questionnaire. The scales are strongly agree, agree, disagree, and strongly disagree. In order to analyze the data, the mean scores of each item were found and converted into the following scales.

Scale	Category	Degree of Perception (DP)
1 – 1.75	Strongly disagree	Very bad
1.76 – 2.50	Disagree	Bad
2.51 – 3.25	Agree	Good
3.26 – 4.00	Strongly agree	Very good

Table 1. Category of Mean Score (Dwipayana: 2013)

C. RESULT AND DISCUSSION

In the data analysis, we coded the data by finding the mean scores from the two groups. Then, the mean scores were converted to degree of perception. To get a clear conclusion, some comments given by the alumni who gave negative responses were explained below.

1. Research Finding

In order to find the mean scores for each item, the frequency of alumni who chose strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD) are described below. The mean scores (MS) were found based on the frequency. Then, they were converted to degree of perception (DP): VG is for very good.

a. Responses of alumni from education field

There are nine statements related to vision, mission and profile of alumni. There is one statement for vision and there are four statements for mission. Besides, there are four statements for profile of alumni. The alumni's responses toward each item can be seen in the table below.

1). Vision, Missions, and Profile of the Alumni

No	STATEMENTS	RESPONSES				MS	D P
		SA	A	D	SD		
Visi							
1	In 2020, the English Education study Program, Faculty of languages and arts, Universitas Negeri Padang becomes one of the leading study programs in south East Asia in preparing educators in English language teaching who are competent, devoted, independent, and knowledgeable of information and communication technology.	27	16	3	0	3.53	V G
Mission							
2	Conducting a qualified learning process to produce educators who are competent, professional, independent, and knowledgeable of information and communication technology in the field of English	28	18	0	0	3.61	V G
3	Conducting an innovative national and international educational research that can be	25	20	1	0	3.47	V G

	applied in improving English language teaching in Indonesia.						
4	Providing services and dedication to the community and graduate users in the development and utilization of science and technology related to English language teaching	27	17	1	0	3.59	V G
5	Establishing wider cooperation with relevant institutions both in country and overseas	22	22	2	0	3.43	V G
Profile of Alumni							
6	Novice English teacher with strong fundamental knowledge and ability of English and pedagogy to teach.	22	22	2	0	3.43	V G
7	Novice researcher with the ability to conduct research in English Language Teaching (ELT)	23	20	3	0	3.43	V G
8	Novice manager of English course and training with ability and knowledge to manage the English course, work in team, has good leadership	26	20	0	0	3.56	V G
9	Novice entrepreneur in the field of English, journalism, and public relation	19	26	1	0	3.39	V G
AVERAGE						3.49	V G

Table 2. alumni's responses on vision, missions, and profile of alumni

From the table 1 above, it can be seen that the highest mean score is for the statement number 2. It got 3.61 (strongly agree) which shows that all of the alumni gave positive responses towards one of the program's missions. This positive response responses show that the characteristics stated in the statements need to be mastered by the graduates. Meanwhile, the lowest mean score, 3.39, is for the statement that number 9. Even though the mean score is in the rank of strongly agree, there are still 26 participants who just agree and there is one who disagree with the statement.

2). Purpose of the Program

There are seven statements related to the purpose of the program. The alumni's responses toward each statement can be seen in the table below.

No	Statements	SD	A	D	S D	M S	D P
1	Producing English Education graduates with pedagogy, professionalism, personality, social competencies, and good knowledge of information and communication technology.	35	11	0	0	3.76	V G
2	Producing bachelors of English education who are able to do research in the field of learning, especially in English language teaching.	27	16	3	0	3.52	V G
3	Producing bachelors of English education who are able to apply English knowledge and skills to serve the public interest	31	14	1	0	3.65	V G
4	Increasing the contribution of study program in the field of educational research, especially in the field of English, to solve the problems related to English	28	18	0	0	3.60	V G

	language teaching						
5	Increasing the contribution of study program in developing science of English language teaching	25	21	0	0	3.54	V G
6	Enhancing the contribution of study program in English education services professionally managing English learning.	26	19	1	0	3.54	V G
7	Increasing the quantity and quality of synergistic, functional, and humanistic cooperation and networking in the field of English language education at local, national, and international levels.	28	18	0	0	3.60	V G
AVERAGE						3.60	V G

Table 2. alumni's responses on program's purpose

From the table 2 above, the highest mean score is for the statement number 1. It got 3.76. This number shows that most of the alumni strongly agree if the graduates have pedagogy, professionalism, personality, social competencies, and good knowledge of information and communication technology. Those aspects of competencies need to be mastered by the graduates of English Education Program. Meanwhile, the lowest mean score is for the statements number 2. It got 3.52. There are 3 out of 46 participants who gave negative responses towards the statement. They stated that there should be deeper emphasize on the subject related to conducting research.

3). Program Learning Outcome

There are 13 statements related to program learning outcome, including subject knowledge (7 statements), generic and transferable skills (4 statements), and attitudes (2 statements). The alumni's responses toward each statement can be seen in table below.

No	Statements	SA	A	D	S D	M S	D P
Subject Knowledge							
1	Demonstrate the ability to listen, speak, read and write in English with advance accuracy and fluency for a variety of purposes	30	15	0	1	3.61	V G
2	Analyze texts of different genres by making use of lexicogrammatical knowledge	26	19	1	0	3.54	V G
3	Analyze English linguistic and cultural features for the purposes of TESOL in a wide range of contexts	19	25	2	0	3.37	V G
4	Apply the most suitable teaching strategies, methods and techniques, learning material, and assessment in TESOL considering the developmental characteristics and individual differences of the students	28	16	2	0	3.57	V G
5	Conduct quantitative and qualitative research in English language education	22	20	4	0	3.40	V G
6	Use English appropriately in non-English teaching situations such as in translation and interpretation, public relations, and English for specific Purposes	25	19	1	0	3.54	V G
7	Communicate in an Asian language both in oral and written modes	15	27	3	1	3.28	V G
Generic and Transferable Skills							
8	Communicate language teaching, applied linguistic and educational work both in a variety of written forms and spoken modes	20	25	1	0	3.41	V G

9	Use information technology appropriately when presenting work and teaching	27	19	0	0	3.57	V G
10	Demonstrate interpersonal and collaborative skills whilst working with others in the investigation of problems, and in the presentation of arguments and evidence	21	23	2	0	3.41	V G
11	Employ critical and analytical thinking skills in solving problems in language teaching and other related fields	21	22	3	0	3.40	V G
Attitudes							
12	Become good citizens	32	14	0	0	3.70	V G
13	Capable of long-life learning	30	16	0	0	3.65	V G
AVERAGE						3.50	V G

Figure 3. alumni's responses on program's learning outcomes

From the table 3 above, it can be seen that the highest score, 3.70, is for the statement number 12. All of the participants gave positive responses toward the statement. It indicated that most of the alumni strongly agree if all graduates become good citizens. The lowest one is 3.28 for the statement "Communicate in an Asian language both in oral and written modes". Even though this score is still in the rank of strongly agree, there are 4 participants who gave negative responses toward the statement. They stated that there is no need to communicate in Asian language, instead, English should be just the main focus. They also said that the program should specify which language to master since the phrase 'Asian language' is unclear. In addition, for the statement "Demonstrate interpersonal and collaborative skills whilst working with others in the investigation of problems, and in the presentation of argument and evidence", there are two suggestion got. It is stated that there should be more group discussion in the learning process, and there should be more critical activity. This is due to the fact that the students are less critical and passive in attending group discussion activity.

b. Responses of alumni from non education field

1) Vision, Mission, and Profile of Alumni

There are nine statements related to vision, mission and profile of alumni. There is one statement for vision and there are four statements for mission. Besides, there are four statements for profile of alumni. The alumni's responses toward each item can be seen in the table below.

No	STATEMENTS	RESPONSES				M S	D P
		SA	A	D	SD		
Vision							
1	In 2020, the English Education study Program, Faculty of languages and arts, Universitas Negeri Padang becomes one of the leading study programs in south East Asia in preparing educators in English language teaching who are competent, devoted, independent, and knowledgeable of information and communication technology.	18	9	1	0	3.61	V G
Missions							

2	Conducting a qualified learning process to produce educators who are competent, professional, independent, and knowledgeable of information and communication technology in the field of English	19	9	0	0	3.68	V G
3	Conducting an innovative national and international educational research that can be applied in improving English language teaching in Indonesia.	20	8	0	0	3.71	V G
4	Providing services and dedication to the community and graduate users in the development and utilization of science and technology related to English language teaching	20	8	0	0	3.71	V G
5	Establishing wider cooperation with relevant institutions both in country and overseas	21	7	0	0	3.75	V G
Profile of Alumni							
6	Novice English teacher with strong fundamental knowledge and ability of English and pedagogy to teach.	20	8	0	0	3.71	V G
7	Novice researcher with the ability to conduct research in English Language Teaching (ELT)	16	12	0	0	3.57	V G
8	Novice manager of English course and training with ability and knowledge to manage the English course, work in team, has good leadership	18	10	0	0	3.64	V G
9	Novice entrepreneur in the field of English, journalism, and public relation	18	9	1	0	3.61	V G
AVERAGE						3.67	V G

Table 4. alumni's responses on Vision, Mission, and Profile of Alumni

From the table above, the highest mean score is for the statement 5. It got 3.75. This means that the all of the alumni gave positive responses towards the statement. It indicated that there should be wider cooperation of this program with relevant institutions both in country and overseas. Meanwhile, the lowest mean score is for the statement 7. However, there is no participant who gives negative responses, and this score is still categorized as strongly agree.

1) Purpose of the Program

There are seven statements related to the purpose of the program. The alumni's responses toward each statement can be seen in the table below.

No	Statements	SA	A	D	SD	M S	D P
1	Producing English Education graduates with pedagogy, professionalism, personality, social competencies, and good knowledge of information and communication technology.	21	7	0	0	3.75	V G
2	Producing bachelors of English education who are able to do research in the field of learning, especially in English language teaching.	22	6	0	0	3.79	V G
3	Producing bachelors of English education who are able to apply English knowledge and skills to serve the public interest	20	8	0	0	3.71	V G
4	Increasing the contribution of study program in the field of educational research, especially in the field of English, to solve the problems related to English language teaching	20	8	0	0	3.71	V G

5	Increasing the contribution of study program in developing science of English language teaching	19	9	0	0	3.68	V G
6	Enhancing the contribution of study program in English education services professionally managing English learning.	17	1 1	0	0	3.61	V G
7	Increasing the quantity and quality of synergistic, functional, and humanistic cooperation and networking in the field of English language education at local, national, and international levels.	20	8	0	0	3.71	V G
AVERAGE						3.71	V G

Table 5. alumni's responses on Program's purpose

From the table above, it can be seen that the highest score is 3.79 and the lowest one is 3.61. Both scores are in the rank of strongly agree. These mean that most of the participants gave positive responses toward the statements given. Related to the statement 2, 28 participants totally agree that bachelors of English Education should have ability to conduct research in the field of learning. Related to the statement 6, there are also 28 participants who totally agree that the contribution of the study program should be enhanced.

2) Program Learning Outcome

There are 13 statements related to program learning outcome, including subject knowledge (7 statements), generic and transferable skills (4 statements), and attitudes (2 statements). The alumni's responses toward each statement can be seen in table below.

No	Statements	SA	A	D	S D	M S	DP
Subject Knowledge							
1	Demonstrate the ability to listen, speak, read and write in English with advance accuracy and fluency for a variety of purposes	20	8	0	0	3.71	VG
2	Analyze texts of different genres by making use of lexicogrammatical knowledge	20	8	0	0	3.71	VG
3	Analyze English linguistic and cultural features for the purposes of TESOL in a wide range of contexts	17	1 1	0	0	3.61	VG
4	Apply the most suitable teaching strategies, methods and techniques, learning material, and assessment in TESOL considering the developmental characteristics and individual differences of the students	18	1 0	0	0	3.64	VG
5	Conduct quantitative and qualitative research in English language education	19	9	0	0	3.68	VG
6	Use English appropriately in non-English teaching situations such as in translation and interpretation, public relations, and English for specific Purposes	20	8	0	0	3.71	VG
7	Communicate in an Asian language both in oral and written modes	18	7	3	0	3.54	VG
Generic and Transferable Skills							
8	Communicate language teaching, applied linguistic and educational work both in a variety of written forms and spoken modes	19	9	0	0	3.68	VG
9	Use information technology appropriately when presenting work and teaching	20	8	0	0	3.71	VG
10	Demonstrate interpersonal and collaborative skills	17	1	0	0	3.	VG

	whilst working with others in the investigation of problems, and in the presentation of arguments and evidence		1			61		
11	Employ critical and analytical thinking skills in solving problems in language teaching and other related fields	19	9	0	0	3.68	VG	
Attitudes								
12	Become good citizens	25	3	0	0	3.89	VG	
13	Capable of long-life learning	24	3	1	0	3.82	VG	
AVERAGE							3.69	VG

Table 6. alumni's responses on Program's Learning Outcomes

From the table above, the highest mean score is for the statement 12,28 participants gave positive responses towards it. This indicates that all of the alumni strongly agree that graduates of this program should become good citizens. Meanwhile, the lowest one is for the statement 7. The mean score got is 3.54, but still the score is categorized as most of the participants strongly agree with the statement. However, even though the mean score is high, there are 3 participants who gave negative responses. They stated that the language should be English only, not Asian language. This is due to the fact that this program focuses on English language learning. Thus, the word Asian should be put as consideration.

2. Discussion

Based on the findings, the mean scores got for expected learning outcomes are very high. This number shows that most of the alumni strongly agree with the expected learning outcomes of this program, and they have very good perception towards it. Even though there are some comments got from the alumni who gave negative responses, it seems that the statements related to expected learning outcomes reflect the relevant demands of the alumni. This is indicated by the comments given which are not addressed to all items. Instead, they just go to some aspects which can be put as consideration.

In addition, from the findings, it can be implied that the expected learning outcomes formulated and implemented in this program are in accordance with standards expected by the alumni. Among the three aspects of expected learning outcomes, there is none whose mean score is low. The program outcomes which relate to subject knowledge and transferable skills are already stated clearly, and they are aligned with the vision and missions of the program. Besides, the statements are understood well by the alumni, and the majority of expected learning outcomes are possible to reach. Thus, it can be seen that the statements related to expected learning outcomes already show what is needed in the workplace that alumni meet.

Furthermore, it is found that the majority of alumni have positive perception if the graduates of this program can master the aspects stated in the expected learning outcomes. It also means that the students need to be prepared to master those so that it will be easy for them to face the demands of today's job field. However, there is minority of alumni who disagree with

outcomes formulated. One example can be seen in the outcome to be novice researcher. The alumni may perceive this outcome is not possible to reach due to the fact that conducting research is not an easy matter.

There are two aspects which were most commented by the students. The first item is about one of the subject knowledge which is “Conduct quantitative and qualitative research in English language education”. There were three participants who commented to this item. The comments given are in line each other. The first critic stated that there is not enough explanation about qualitative and qualitative research in the classroom. The second one said that this outcome cannot be reached since there is no research project during the semester. In addition, the third critic stated that Basic and Advanced Statistics need to be mastered by the students. From these three comments, it can be seen that the participants have good perception and agree with this outcome; however the way to achieve this outcome needs to be emphasized. One way to do that is by paying attention to subjects related to research and explore students with much knowledge about it.

As what stated by Pramodini and Sophia (2012), conducting research allows students to really begin to think and put all the parts of their education together and the purpose of research in education is to reflect critically on the effectiveness of personal and professional practice. It is to contribute to the development of ‘good’ rather than ‘correct’ practice. Thus, it can be seen that through research, the practice of education can be always improved to get better quality. Besides, the results of research can lead (ideally) to changes in methods or practices in the case of education. From this theory, it can be concluded that exploring students with much knowledge in the field of research needs to be done.

The next item being commented is “Communicate in an Asian language both in oral and written modes”. There are three participants who commented to this item. All of them say the same things about the statement. The first critic said “The language should be focused on Only English”; the second critic said “The language is not clear. Which language meant by the statement?”, while the third one said “The language should be only English since this program is about English”. From the comments, it can be seen that the term “Asian Language” is confusing. This is due to the fact that there are many languages existed in Asian. However, what really means in the statement is that Asian language means English.

It is in relation with the theory risen by Mc.Arthur (2003) related to why English is Asian language. It is stated that a key reason for the use of English as an Asian lingua franca is its use as the world lingua franca. The roles are likely to continue expanding: in the air, by sea, in the media, in telecommunications, and so forth. South Asians with this inheritance, whatever their religious backgrounds, have had a further influence on English teaching, learning, and usage not only in the subcontinent but also in Malaysia, Singapore, Brunei, Hong Kong, and Fiji. Bolton (2008) also stated that as many Asian societies have moved away from labour-intensive mass production towards higher-level service industries, the demand for more

proficient speakers of English has grown. For example, in both Singapore and Hong Kong in recent years, the governments have introduced various campaigns to improve standards of English at work and in the public domain, and similar things have received support in such other societies as India and the Philippines. This phenomenon is a proof that what it really means by Asian Language is English.

D. CONCLUSION AND SUGGESTIONS

Curriculum needs to be always developed and revised in order to improve the quality of education. In this study, the English Language Teaching curriculum at UNP tried to find the alumni's perception towards three criteria set by AUN-QA. The criteria are expected learning outcomes, program specification, and program structure and content. Based on the results of the study, it can be concluded that the alumni have very good perceptions towards the statements in the questionnaire. However, the comments got can be put as consideration in order to have curriculum revision. From this study, it is suggested that the criteria discussed in this study (expected learning outcomes) can be examined further by looking at other educational practitioners' perception. Since the criteria or standards set by AUN-QA consist of eleven items, it is suggested that knowing the educational practitioners' perception towards the other criteria can be conducted in order to improve and revise the existed curriculum.

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