



STUDENTS` PERCEPTION ON PROGRAM SPECIFICATION OF ELT CURRICULUM BASED ON AUN-QA CRITERIA

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Abstract

English Language Teaching Program is one of the programs at UNP that will propose to be certified by ASEAN University Network Quality Assurance (AUN-QA). One of the requirements proposed by AUN-QA is getting feedback from stakeholders on curriculum. Program Specification is one of one crucial feature in curriculum. This study aimed to find out the students` perception on program specification of English Language Teaching Program based on AUN-QA criteria and to find what improvement needed based on students` perception. This survey study involved students first year, second year, third year and fourth year of ELT Program at UNP. Questionnaire containing 15 items was distributed to 352 students through Google form in order to get the data. Questionnaire consist four scales and then weighing is done in order to convert it into mean score. Then, the mean scores were converted into degree of perception. It is found out that the mean score for program identity is very high, 3.22 and it means that students have very good perception toward program identity. The mean score for potential career is also very high, 3.38 and indicates that students have very good perception toward potential career. The main finding shows that students have very good perception toward program specification even though there are few comments given by them who gave negative response on questionnaire. However, there is a little improvement needed based on students` perception. In conclusion, there is slightly improvement needed based on students` perception.

Key words: *Perception, Program Specification, AUN-QA*

A. INTRODUCTION

ASEAN University Network – Quality Assurance AUN-QA is an organization of university in ASEAN which aims to improve the quality of education its member. Regarding to AUN-QA, there are several related research. First, research that was conducted by Suharmanto et al (2013) is about process in developing AUN-QA based course outline as a way to improve the quality of teaching and learning. Second, the research conducted by Refnaldi and Arianto (2017) is about alumni`s suggestion and opinion towards the curriculum change based on AUN-QA criteria. Third, the research conducted by Refnaldi, Fitrawati and Aryuliva Adnan (2017) is about mapping the program learning outcome to meet AUN-QA criteria. Next, the study was conducted by Johnson (2017). The study is about the impact of AUN-QA assessment on the quality of educational

program. Besides, Mulyoni and Amidi (2018) conducted research about need analysis to meet AUN-QA standard at Master Program of Universitas Negeri Malang.

Based on the previous research above, there is no research found about students` perception toward English Education curriculum based on AUN-QA criteria. Moreover, in the guideline of AUN-QA Assessment at Program Level version 3.0 (2015:41) stated, “The curriculum is developed with inputs and feedback from academic staff, students, alumni, and stakeholders from industry, government, and professional organizations.” It means that feedback from students, as one of the sources of input and feedback, is really important since it is used to develop the curriculum. The information gotten from students` input and feedback will be used as one of the basic in order to improve the quality of curriculum. Input and feedback from students can be conducted by doing surveys, distributing questionnaire, tracer study, dialogs, etc. In addition, in the same guidelines, AUN-QA requires the department / program that will be assessed to know what the students think about the course / program in order to see the satisfaction of students. By knowing the students feedback about the course or program, one of the requirement from AUN-QA will fulfilled.

Besides, curriculum development is important in education due to the fact that curriculum is affected by changing happening in every aspect in the world. It means that curriculum can change time by time because it needs adjustment. Changing in curriculum is called curriculum development. Preez and Simmonds (2014) stated, “Curriculum development is an approach asking questions such as: What are the elements of curriculum planning? What steps should one follow in planning a curriculum?” It indicates that curriculum development is about determining elements in curriculum planning. Also, steps in planning curriculum should be paid attention since improving quality education is really important to be done.

In addition, organizing the curriculum revision is another important thing in improving quality of education since the need, desire, obligation, demand are changing times by times. Chico (2014) stated that curriculum revision should be continuing effort and expanding energy in assessing and revising the existing curriculum to make it better and better. It can be said that curriculum revision need much effort and takes time because it is an important activity in improving curriculum.

B. RESEARCH METHOD

This survey study involved students from first year, second year, third year and fourth year. Questionnaire on Google form is used in order to get the data. Questionnaire consist 15 items which was scale statement. The item is about program identity and potential career of English language teaching curriculum at UNP. The questionnaire consist of four scales. They are Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The scale which shows the positive opinion or perspective from the sample was given score 4 (the highest score). Meanwhile, the scale which shows the negative opinion or perspective from the sample was given score 1 (the lowest one). Thus, the score between the

first and the fourth scale was scored 2 and 3. Then, the mean per item was determined by using the formula $X = \text{total score} / \text{number of participants}$. After getting all means per each item, the researcher described the mean based on this following table.

No	Weight Mean Score	Category	Degree of Perception
1	1 – 1.75	Strongly disagree	Very Bad
2	1.76 – 2.50	Disagree	Bad
3	2.51 – 3.25	Agree	Good
4	3.26 – 4.00	Strongly agree	Very Good

Table 4. Category of Mean Score (Dwipayana, 2013: 64)

C. RESULT AND DISCUSSION

In this data analysis, the data from questionnaire were coded into three aspects. The results are showed in percentage. Based on the result of data analysis, some comments were found and describe below.

1. Result

In order to find the mean scores for each item, the frequency of students who chose strongly agree (SA), agree (A), disagree (D), and strongly agree (SD) are described below. The frequency were converted into mean scores and the mean scores were converted to degree of perception.

a. Program Identity

There are seven statements for program identity and students` responses toward each item can be seen in table below.

Table 9. Students` Responses toward Program Identity

No	Statement	Response				MS	DP
		SA	A	D	SD		
1	The Program Name is English Language Education	187	154	6	5	3,49	VG
2	Language of Instruction is mainly English	120	218	13	1	3,30	VG
3	Mode of study is full time	51	225	69	7	2,91	G
4	Type of study is campus based	87	233	32	0	3,16	G
5	Study Duration Minimum is 3.5 Years	141	192	14	5	3,33	VG
6	Study Duration Maximum is 7 Years	94	222	26	10	3,14	G
7	One of the entry requirement is applicant must be able to demonstrate the ability to use English to a minimum standard of 425 ITP TOEFL score or 4.5 IELTS score	106	230	15	1	3,25	G
AVERAGE						3,22	G

SA : Strongly Agree A : Agree VG : Very Good
 D : Disagree SD : Strongly Disagree G : Good
 MS : Mean Score DP : Degree of Perception

From the table above, it is seen that 341 of 352 students gave positive response towards the name of the program. It leads this statement to be the highest mean score (3.49). It means that the students strongly agree with the name of the program is English Language Education. Even though most of students agree with

the name, there 9 comments given by the students who gave negative response. Two students comment that the name of the program is English Language Teaching and six students suggest that the name of the program is English Education.

Meanwhile, the most negative response gave to the mode of study and this statements has the lowest mean score (2.91). 76 of students gave negative response to mode of study is full time and 37 comments given by them. Most of them stated that full time will make them tired, bored and less time to take a rest. They also stated that they need time to doing their work and enjoying life. Those reasons lead them to disagree with the mode of study. All in all, students have good perception on program identity.

b. Potential Career

There are eight statements for potential career and students` responses toward each item can be seen in table below.

Table 10. Students` Responses toward Potential Career

No	Statement	Response				MS	DP
		SA	A	D	SD		
1	Graduates of B.Ed in English Language Education can work as teachers or researchers of English Language Education in high schools, colleges, institutes and research centers	156	193	3	0	3,43	VG
2	Graduates of B.Ed in English Language Education can work as Translators	148	198	6	0	3,40	VG
3	Graduates of B.Ed in English Language Education can work as Public Relation Employees	148	198	6	0	3,40	VG
4	Graduates of B.Ed in English Language Education can work as Employees where English is used for Specific Purposes	155	194	3	0	3,43	VG
5	Opportunities for higher education: M.Ed in English Language Education	141	206	3	2	3,38	VG
6	Opportunities for higher education: M.A in Applied Linguistics	125	218	7	2	3,32	VG
7	Opportunities for higher education: M.A in Translations	126	217	8	1	3,33	VG
8	Opportunities for higher education: M.A in English Literature	129	214	6	3	3,33	VG
AVERAGE						3,38	VG

SA : Strongly Agree A : Agree VG : Very Good
 D : Disagree SD : Strongly Disagree G : Good
 MS : Mean Score DP : Degree of Perception

From table above, most of students gave positive respond toward statement “Graduates of B.Ed in English Language Education can work as teachers or researchers of English Language Education in high schools, colleges, institutes and research centers”, exactly 349 students. It makes this statement be the highest mean score, it is 3.43. It means that the students strongly agree with the statement. The students believe that in the future they can work as a teacher, researcher, even as employee.

It can be said English for Specific purposes has role to seek a job in the future for students. Even though, item number three get comment from students. It is stated that it will be better if graduate English students work as their field of study. It indicates that after graduate, they want to work in education field only.

Meanwhile, the lowest mean score, 3.32, is for the statement “Opportunities for higher education: M.A in Applied Linguistics.” It seems that the students are not sure to take master degree in Linguistics. Nevertheless, there was no comment given by the students to both statements. All in all, students have very good perception towards the potential career.

2. Discussion

Based on the findings, the mean score for program specification is very high. The mean score shows that most of the students strongly agree with the program specification including program identity and potential career and they have very good perception toward it. Even though the mean score is high, there are some comments given related to program identity (mode of study, types of study and study duration maximum). It means that those aspects are expected revised according to students.

Based on the data obtained from questionnaire, most comment was given to statement mode of study. Some students gave negative response related to the mode of study is full time. Most of them stated that full time will make them tired, bored and less time to take a rest. They also stated that they need time to doing their work and enjoying life. Those reasons lead them to disagree with the mode of study. Nevertheless, some abroad University in Turkey, such as MEF, BAU, and TED their mode of study for undergraduate is full time. It indicates that full time is good for undergraduate students. If it is compared with postgraduate students, full time might not appropriate since most of them already have job or other activities outside campus. Yau and Cheng (2013) found out that full time students are better in academic, social, psychological adjustment rather than part time students. Their finding shows that full time give some advantages to the students. It also indicates that full time students have quality time to study and it affect their academic. Besides, full time also makes students good in social life; they can adapt with environments. Also, they can make a friend with other students because they have full time in campus.

In addition, based on the result above, it is found that student do not agree with Public Relation Employee because it is better to focus on education field. If it is compared with career opportunities at EMU, it is different. Beside as interpreters and translator, even counselor is part of career option at EMU. In fact, job opportunities in MEF include human resources, banking, finance and tourism. It indicates that it is good to have potential career outside education field since right know, finding a job is not something easy. Thus, only focus on education field will make seeing a job harder.

Besides, another most commented item is type of study. Some students gave negative responses toward campus based as type of study. Students suggested for online based and they said that e-learning, teleconference and Google classroom may work as types of study. Nevertheless, Iain and Tor (2012) found out that there is no difference between campus based and online based

related to students` achievement and score. It indicates that online based learning can't guarantee for better achievement and higher score. This is also in line with findings from research conducted by Werhner (2010). Werhner found out that there is no significant difference on the exam result between face to face students and online students. It can be said that types of study do not affect the students` accomplishment. Online based can be optional for students who really need it, but based on comment given by students, there is none stated that they urgently need online based learning. Thus, program can offer online based learning to students so students have optional in deciding the type of study.

D. CONCLUSION

Based on the result of this research which was conducted to the students of English Language Teaching, Universitas Negeri Padang, it can be concluded that the students gave positive responses towards program specification of ELT curriculum at UNP. Their perception toward the two aspects related to the program specification; program identity and potential careers; are very good. It can be said that the students strongly agree with the program specification of ELT curriculum. Besides, it is suggested that comments given by the students can be put as consideration in revising the curriculum. Thus, ELT curriculum is getting better and ELT study program can be certified by AUN-QA.

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