



THE VOICES OF ALUMNI IN CURRICULUM DEVELOPMENT: A STEP TO MEET THE STANDARDS OF THE ASEAN UNIVERSITY NETWORK QUALITY ASSURANCE (AUN-QA)

PERNYATAAN DARI ALUMNI DALAM PENGEMBANGAN KURIKULUM: SEBUAH TAHAPAN MENCAPAI STANDAR- STANDAR YANG DITETAPKAN OLEH ASEAN UNIVERSITY NETWORK QUALITY ASSURANCE (AUN-QA)

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Permalink: <http://dx.doi.org/10.24036/ld.v11i2.8092>

Submitted: 08-11-2017

Accepted: 27-11-2017

DOI: 10.24036/ld.v11i1.8092

Published: 15-12-2017

Abstract

One of some important things that the curriculum has or the primary objective of the curriculum itself is to meet the learning outcomes and target for the current needs and necessity. By designing the new curriculum and match it to the international standard of curriculum based on the Asean University Network Quality Assurance (AUN-QA), it expected that the needs of the students are achieved. However, the change of a curriculum cannot be carried out without the roles of Alumni as one of stakeholders. This article aimed to discuss the opinions and suggestions to the curriculum change from the alumni of English Department Faculty of Languages and Arts Universitas Negeri Padang as the Community who had experiences in seeking and staying for jobs both education and non education field. Under the guidance of need analysis theory, the questionnaires of needs of students were delivered to the several representatives of alumni. The findings showed that based on the some who had worked in education fields, from the four aspects of competence, the knowledge and skills of how to diagnose the students' characteristics is needed and they have to have the skill in ICT, the knowledge about the trends in language teaching, and the attitude of how to use the language in a good way in social life is also needed. Then, for the personal competence, most of them agreed that the aspect of religion have to be had by the college students. From the other ones who work on the non-education fields, they suggested that the knowledge of how to report and analyze data is needed.

Key words: *Curriculum Development, Needs of Students,*

Abstrak

Mencapai kurikulum yang baik dan mengaitkannya dengan kebutuhan mahasiswa adalah suatu keharusan. Salah satu dari beberapa hal penting yang dimiliki kurikulum atau tujuan utama kurikulum itu sendiri adalah untuk mencapai hasil pembelajaran

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dan target kebutuhan saat ini. Dengan merancang kurikulum baru dan mencocokkannya dengan standar kurikulum internasional berdasarkan Jaminan Mutu Jaringan Asean (AUN-QA), diharapkan kebutuhan siswa tercapai. Namun, perubahan kurikulum tidak bisa dilakukan tanpa peran Alumni sebagai salah satu pemegang peranan penting. Artikel ini bertujuan untuk membahas pendapat dan saran terhadap perubahan kurikulum dari alumni Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang sebagai Komunitas yang memiliki pengalaman dalam mencari pekerjaan baik di bidang pendidikan maupun non pendidikan. Berdasarkan teori analisis kebutuhan, kuesioner kebutuhan siswa disampaikan ke beberapa perwakilan alumni. Temuan menunjukkan bahwa beberapa orang yang pernah bekerja di bidang pendidikan, dari empat aspek kompetensi, pengetahuan dan keterampilan bagaimana mendiagnosis karakteristik siswa sangat dibutuhkan dan mereka harus memiliki keterampilan di bidang TIK (Kompetensi Pedagogik). Selain itu, pengetahuan tentang *trend* pengajaran bahasa juga dibutuhkan (Professional Competence). Apalagi sikap bagaimana menggunakan bahasa dengan cara yang baik dalam kehidupan sosial juga dibutuhkan (Social Competence). Kemudian, untuk kompetensi personal, kebanyakan dari mereka sepakat bahwa aspek agama harus dimiliki oleh mahasiswa. Dari para alumni yang bekerja di bidang non-pendidikan, mereka menyarankan agar pengetahuan tentang bagaimana melaporkan dan menganalisa data sangat dibutuhkan.

Kata kunci: *Pengembangan Kurikulum, Kebutuhan Mahasiswa*

A. Introduction

When we talk about Curriculum, the point of view of almost of us, it is defined as a collection of courses which is taught by the teachers, lecturers, and other practitioners. It is also defined as the series of objects including study program, approach, contents, materials, activities, and experiences which are delivered to the subjects. Su (2012) adds that curriculum is closely related to what educators are going to teach or what students are going to learn and how well the learners learn called learning outcomes. So, curriculum should be designed to reach the learning outcomes.

In this era, the fresh graduate students from universities competes each other to seek for job. The alumnus from English language teaching department has to be English teacher or someone who works in the other education fields such as education public service. However, the issue arises when some of them also work in non education field such as bankers, translators, entrepreneurs, medical workers, journalists, and the other works which English as a basic skill is needed by the users. It means that the graduate students from English education program who did not want to be educators can be work in the other field outside the Education fields.

The preliminary observation found that most of the alumni who are graduated from English Language Teaching department are those who work as flight attendants, entrepreneurs, and bankers. Some said the reasons why they choose jobs which are not relevant to their knowledge skills that they got from the university where they are graduated. Those reasons are economy and interest. The economy becomes the main reason why they move to the other profession. They said that the income is not relevant to what they do as teachers especially as the honor teachers. They also have to compete to the more than thousands competitors in getting admission as PNS teachers. The other reason is because of their interest. Some of them said that those who are graduated from English education program can work in every job because

English is an international language where the users from many companies need them.

Based on the above-mentioned issue, the lecturers need to consider what the learning outcomes that have to be formulated based on the need analysis. According to Richard (2001), the need analysis is used for several purposes such as to find out what language skills that a student really needs to perform a particular role, such as sales manager, tour guide, or university student, to help determine if an existing course adequately addresses the needs of potential students, to determine which students from a group are most in need of training in particular language skills, to identify a change of direction that people in a reference group feel is important, to identify a gap between what students are able to do and what they needs to be able to do, and to collect information about a particular problem learners are experiencing.

There are some researchers that have conducted the research related to the need analysis toward curriculum development. Two of them are research conducted by Suharmanto, Hidayati, dan Zen in 2013. They developed the lesson plan based on the needs of students and it is also related to the standards of AUN-QA. The results showed that the AUN-QA gave high contribution to the quality of academic, education, research, and service in the scope of ASEAN. Besides, Hayati, Widiati, Suharmanto, and hidayati in 2015 also conducted the research related to the learning outcomes in English Department, Universitas Negeri Malang. They say that there are some important points that have to be improved in formulating the learning outcomes. They also say that it is a must to range from higher order thinking skills, measurability and observability, categorization of outcomes, the stakeholders' needs and demands, ESP oriented outcomes, language skills and component related outcomes, ICT knowledge and skills in ELT, to attitude-based outcomes.

In this study, the need analysis can be used as a foundation to develop curriculum. Education cannot be separated with the mechanic system in implementing the curriculum which always change every time depends on the needs of stake holders. The curriculum development always becomes a hope for education particularly in English department. However, we have to realize that without the roles of stakeholders, it become nonsense. So, in this study, we will discover up the needs of stakeholder, alumnus, toward the curriculum of English department. This study aims to describe the point of view of what Alumni expect to the curriculum development in English Education Program specifically English Department, Faculty of Languages and Arts, Universitas Negeri Padang.

B. Research Methods

This is qualitative study in which the subjects are alumni of English Department UNP who work on non education fields and those who work on education fields. The instruments used were questionnaire which was included close- and open-ended statements and semi-structured interview. This was snowball sampling which Alumni became subjects of this study. First, they filled the questionnaire and then, some of them were interviewed by phone because of the accessibility to meet them is rather difficult.

C. Result and Discussion

In this data analysis, we coded the data from four aspects for the alumni who work on the education fields. Based on the data analysis, it was found that there are several points that alumni from Education field suggest to the curriculum of English department. Those are can be seen from the table below.

1. Result

a. Alumni who Work in Education Field

1) Pedagogic Competence

From the Table 1, we can see that most of them said that the knowledge of technology is needed by the graduate students who seek for job. It means that students have to have pedagogic competence that is related to the use of technology called techno-pedagogical. Thakur (2015) claimed that the knowledge of using technology cannot be separated to the pedagogical competence. He also said that techno-pedagogical becomes nothing but the teachers' ability in using technology effectively in teaching. Besides, Sysoyev and Evstigneev (2014) had made the criteria of foreign language teacher's ICT competence. They said that students have to have indicators. In line with Ramos (2005) who claimed that ICT in classroom, technology integration in learning, is not only as a question of access but also as a device to increase educators' professional productivity and promoting student learning.

Besides, the knowledge of how to design curriculum, syllabus, lesson plan, evaluation and assessment, choose the best strategy, manage class, and motivate students are also needed by them.

Table 1. The Pedagogic Competence and Some Suggestions from the Alumni

Pedagogic Competence		
No	Aspect	Statements
1	Knowledge how to design curriculum, syllabus, and lesson plan and shaping to the learning situation	<i>"They have to have the competence in formulated the indicators before they enter the class"</i>
2	Knowledge how to choose learning strategies which are appropriate to the characteristics, cognitive development, personal of students	<i>"They should know how to maintain the atmosphere in their class and make students are motivated in learning"</i>
3	Knowledge how to design and assessment	<i>"They have to have the competence in developing assessment for every skills that they teach"</i>
4	Knowledge how to motivate students to develop their academic and non academic skills	<i>"They have to have knowledge to differentiate between students who have extrinsic and intrinsic motivation"</i>
5	Knowledge how to manage class	<i>"They have to learn how to manage class in learning TEFL or TESOL"</i>
6	Knowledge how to use technology in ICT	<i>"The ICT is really important in this era"</i>

2) Professional Competence

Based on the data analysis, it is noticed that the knowledge of how to handle issue in education becomes a top of several aspects in professional competence which have to possess by the graduate students. Besides, the alumni also said that the graduate students have to have the ability to relate their field to the other fields outside the English education. It is also related to the competence of students in teaching ESP class which is called as English for specific purpose. To make students becomes ESP teachers, they should learn some courses related to the teaching English for vocational or purpose. As Veena (2016) says "ESP practitioners were intending to provide innovative and more comprehensive syllabus for specific purposes". Besides, recharging competence, and the awareness in work ethic are also needed. It can be seen from Table 2.

Table 2. The Professional Competence and Some Suggestions from the Alumni

Professional Competence		
No	Aspect	Statements
1	Knowledge how to handle issues in education	<i>"They have to have competence to classify the issues related to the teaching English"</i>
2	The ability to relate their field to the other fields outside the English education	<i>"They need to learn how to teach English across discipline"</i>
3	The ability to recharge their competence	<i>"They should believe about long life learning"</i>
4	The awareness in work ethic	<i>"They have to follow the rules of professional teachers"</i>

3) Social Competence

The Table 3 shows that the interaction in inside and outside class is very important to develop their social competence. As Kanning, Bottchar, and Herrman (2012), teachers who spend their time several hours a day to interact with peers or colleagues and students impact their professional success. It can be said that social competencies are a vital foundation to their professional. It is proved from the voice of alumni who suggest to the English department to develop students' awareness in keeping their relationship in community.

Table 3. The Social Competence and Some Suggestions from the Alumni

Social Competence		
No	Aspect	Statements
1	Knowledge how interact in oral or written form to others such as students, peers, the head, and etc	<i>"They have to be active and make their learning becomes colorful, not as in a "silent hill"</i>
2	Knowledge how interact with the community outside the school	<i>"They need to interact with their students and their colleagues outside the class"</i>

4) Personal Competence

It was found that that the aspect of social competence reflects to their characteristics as a teacher. Working individually or working in team should be an additional important aspect that they have to know. Based on the data analysis, the alumni said that the knowledge of how to become a leader in community is important to be had by the English department students. Besides, to maintain the confraternity, they sometimes need to have work in team. It can be seen from the Table 4 below.

Table 4. The Personal Competence and Some Suggestions from the Alumni

Personal Competence		
No	Aspect	Statements
1	Knowledge how to be the leader in community	<i>"They have to have basic concept on how to be a leader in the community"</i>
2	Knowledge how work individually and team	<i>"They sometimes need to work individually as well as in team"</i>

b. Alumni who Work in Non Education Field

The alumni from non education field had been interviewed and they had different arguments related to the need of English department students. They thought that students should master in ICT and aware in using the technology. They said that students who are able to operate system such as computers and some applications in every technology can handle every situation in this era. Mohammed and Abdullahi (2015) said that the ICT knowledge is very important and it becomes the main poin

for youth to find jobs and to build relation with friends in social and political views among others. So, the alumni who work on the non education field suggested to the curriculum developers to add the knowledge on how to use ICT as the primary need of students. It can be seen in the Table 5.

Table 5. Some Suggestions from the Alumni who Work in Non Education Field

Competence		
No	Aspect	Statements
1	Knowledge in using ICT	<i>“They have to have knowledge in using technology and solve some problem based on the technology that they use”</i>
2	Knowledge of critical thinking	<i>“They need to think critically and sometimes out of the box to overcome problems”</i>

2. Discussion

Curriculum is a set of planning on how educators deliver their knowledge to the students and in line with what the students need. To set the curriculum based on the students need, the researchers conducted the need analysis and it started to find out the data from opinion, arguments, and suggestions from Alumni who work both in educational and non educational fields. Therefore, the curriculum developers need to get the collecting information from the stakeholders, in this case is alumni, to serve it as the groundwork for developing a curriculum based on the particular group students' needs. Chageni and Nasrin (2013) added that needs analysis is a component of curriculum development and is normally required before syllabus can be developed for language teaching. It means that need analysis toward curriculum development is as a foundation to design the curriculum revision based on the stakeholders' need.

In educational field, as a teacher, they agreed that they have to have four competences: pedagogical competence, professional competence, social competence, and personal competence. In pedagogical competence they have to realize that the knowledge and skills of how to made or create effective strategies in teaching and make the atmosphere of learning well in their class. If a teacher has an ocean of knowledge, it might be useless without proper teaching methodology (Mahmood, Ahmed, and Iqbal, 2013). Besides, teachers should have good relationship among their peers, students, students' parents, and others. As Ciascai and Vlad (2014) said that teachers' relationship to others is related to the teacher's ability to functioning in a social group and take on the social responsibility of a teacher.

Moreover, the rapid development and spread of Internet technologies in Indonesia has been reflected in education policy. As Ilomaki (2008) said “ICT has quickly, within the last ten years, become a part of ordinary life”. It means that teachers or practitioners have to have pedagogical practice in ICT to advance the use of technology in learning. Hafizh and Ratmanida (2008) also said that if students find the job which is not appropriate with their alma mater, their achievement should be linked to the demands of the employment. They also said that there is a link between *IPTEK* with demands of employments.

Based on the AUN-QA criteria, the transferable skills and knowledge that should be added in the curriculum are that students have to have the knowledge in applying and communicating technology in ELT, understanding the different culture, understanding the research both qualitative and quantitative research, and developing their long-life learning in ELT.

D. CONCLUSION

In the well-established curriculum development, there are some steps that should be done such as investigation of students' needs. Moreover, the need analysis can be called as the basis where the curriculum is started to be designed and developed. In this study, it can be concluded that some improvement of the formulation of the learning outcomes are needed based on the needs of Alumni as one of stakeholders. Those are related to the reformulation and elaboration the existing learning outcomes of each course. Concerning the issues of higher education, students have to be stimulated with the higher order thinking skill to become the scientific students.

It is suggested that the learning outcomes of the study program need to be more in-depth examination to ensure and link to the AUN-QA criteria. The other suggestions and opinions from other stakeholders related to the curriculum development based on the standard of AUN-QA are also needed. Later, it is suggested that this study findings can be used as the indicators to produce revised learning outcomes.

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