English language study program curriculum Management in increasing the quality of graduates At syekh yusuf islamic university tangerang

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Abstract

The research aims to analyze (1) to discuss curriculum planning for English study programs, (2) to determine the structure of the English language curriculum, (3) the Implementation of the English language curriculum in improving the quality of student graduates, and (4). To evaluate the English learning curriculum (5) To identify the supporting and inhibiting factors. The research method uses qualitative methods that describe events at the research location. Data collection techniques through interviews using guidelines that have been formulated, observation on site by observing events, and documentation studies are carried out in the curriculum in the form of meeting notes, archives, and semester learning plans Conclusion in planning has compiled a work program following the Vision and mission of the English learning program to improve the quality of graduates in tertiary institutions, to become professionals through a learning process that is following the curriculum, outputs, and outcomes. Implementation of the Curriculum following the National Standard Qualifications. To be formulated by strengthening the Implementation of the curriculum in learning English. Evaluation related to planning and Implementation to improve the quality of graduates with the achievement of graduates in the English study program in improving the quality of graduates of the English study program. Research products (1) Students can solve English learning problems (2). Can generate conclusions on the issue of learning English (3). Students can plan, manage, evaluate, and apply to learn English (4).

Students are responsible for the quality of graduates and can use the results achieved (5). Have skills as graduates who can compete.

Keynote

English Language, Curriculum Management, Quality of Graduates

Introduction

English Language Education is a study program under the auspices of higher education institutions at the Faculty and Department level, which acts as an educational institution for teaching staff. In the institutions of the Faculty of Teacher Training and Education, especially in general higher education institutions, optimizing this institution in the nursery procession can provide qualified and competitive prospective educators in English studies.

It is responding to various phenomena stated or implied in several public and private tertiary institutions in Tangerang, especially universities that accommodate educational institutions for teaching staff with study programs or majors in English education, including Tangerang Muhammadiyah University and Syekh Yusuf Islamic University Tangerang.

Meanwhile, legally, it is explained that every study program in tertiary institutions is required to implement a curriculum based on the Indonesian National Qualifications Framework, namely as stated in article 29 of the Higher Education Law 12/2012 and Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework then said in Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework in the Field of Higher Education.

So from the condition of graduates of educational institutions for English language education, study program personnel as described above and in line with the phenomenon of the Application of a Curriculum based on the Indonesian National Qualifications Framework. It is imperative in order to produce competent and competitive graduates; through this research, the authors are interested in finding out about how the Implementation of the curriculum based on the Indonesian National Qualifications Framework in English education study programs from teaching staff education institutions in Tangerang, namely the Syekh Yusuf Islamic University Tangerang.

One proof of the low level of education in Indonesia can be seen from the 2019 United Nations Development Program report on the Human Development Index (HDI-UNDP), which places the quality of education at 111th place out of 189 countries in the world. The results of the 2019 Political and Economic Risk Consult (PERC) survey reinforce the low rate of Indonesian education, which placed the quality of education in Indonesia at the bottom, namely 10th out of 14 countries in Asia.

Research methods

This study uses a qualitative approach, an act of observing actors in the learning process in a higher education environment at the Islamic University of Sheikh Yusuf Tangerang, interacting with students to understand language and students' interpretations of the curriculum world, interacting with actors and students related to the research focus on understanding, through experience to obtain the necessary information and data.

Data collection technique

1.   Type of Research

Research to test theory and develop knowledge. Mc. Millan., and Schumacer., (Walberg., 1996). Through analysis: (1) Identify research problems (2). Doing empirical studies (3). Repeat (4). Unify and review (5). Evaluate Implementation through the stages of answering the research objectives logically and scientifically so that the results are scientifically correct.

2.   Types of Data Collection

1.   In-Depth Interviews in qualitative research to obtain in-depth data interviews. to obtain information and data for research purposes by way of question and answer face-to-face with informants using interview guidelines.
2.   According to Sugiyono (2018: 229), observation is a data collection technique with specific characteristics compared to other methods. Observations are not limited to people but also natural objects at the research location.
3.   Focus Group Discussion, as a data collection technique in qualitative research. They are carried out to collect certain data as information and data to make decisions. In using it, each organizer must be able to determine the data to be collected by conducting it through a Focus Group Discussion.

Results and discussion

1.   Vision and Mission of Sheikh Yusuf Islamic University Tangerang

In its work to achieve competitiveness in terms of quality and excellence, the Sheikh Yusuf Islamic University of Tangerang, during the 2017-2032 development period, the Syekh Yusuf Islamic University of Tangerang, has set the following Vision: "The Realization of an Excellent Islamic University in the Field of Science and Technology in an Era of University Competition world in 2032". Several keywords are described in the Vision to clarify the meaning of the formulation of the Sheikh Yusuf Islamic University of Tangerang's Vision.

The mission that must be carried out to be realized in every step must be carried out through several stages, namely as follows:

1. Realizing the implementation and improvement of the quality of education and learning processes in a sustainable manner (sustainable quality improvement) supported by the quality of competence and performance of lecturers as well as efficient utilization of educational resources;

2. Realizing the educational process through an online learning process (digital learning) by prioritizing student activities in knowledge which is supported by access to relatively limited ICT resources;

3. Realizing a student-centered learning process that is supported by research-based information, student research activities as the core of the learning process, as well as ICT resources that both lecturers and students can access; and facilitate students to actively go through the process of implementing independent learning through research activities supported by access to information and ICT resources to produce innovative scientific works including intellectual property rights that are published both nationally and internationally.

2. Curriculum Planning for the English Education Study Program at the Islamic University of Sheikh Yusuf Tangerang

Curriculum Planning Based on the Indonesian National Curriculum Framework in the English Education Study Program. By compiling a Curriculum-Based Curriculum Management program in the English Study Program, to improve the quality of graduates at the Syekh Yusuf Tangerang Islamic University, namely as follows:

1. Planning for the Curriculum Program, namely by compiling a curriculum management program for the English study program to improve the quality of graduates from the Islamic University of Sheikh Yusuf Tangerang

2. The Vision is to realize an Islamic University that excels in the fields of science and technology in entering the global era as an era of competition.

3. Curriculum Program with material activities carried out, (1). Interpretive Listening, namely teaching and discussing various discourses in English, including dialogues and short monologues, for general English and English for specific purposes, and multiple songs and films are discussed from diverse perspectives at the intermediate level. Finally, students can retell, summarize stories and make similar videos (2). Intermediate English Grammar, This course is intended to equip students with the knowledge and skills to use grammar at an intermediate level in both written and spoken form. (3). Sentence Building, This course is intended to help students develop written communication skills by practicing writing clear sentences. This course includes an introduction to the types of sentence structures, e.g., simple, compound, and complex sentences, in developing coherent paragraphs; language features of sentences contained in various sections,

such as descriptive, narrative, expository, and argumentative texts; and writing mechanisms. Students must complete a variety of writing assignments and acquire the necessary skills to Write Paragraphs.

3. Organizing the IQF-Based Curriculum in the English Education Study Program at Syekh Yusuf Islamic University

I am organizing the IQF-Based curriculum implementation program in the English Study Program in Improving the Quality of Higher Education Graduates and Syekh Yusuf Islamic University Tangerang. Ensuring that productivity is measurable as each unit conforms to clear guidelines. Each part of the organization will always carry out activities toward operational goals. Discipline will help the organization because there is no counterproductive during the training. Several steps must be taken in organizing, namely as follows:

1. Identify and classify the activities to be carried out. In organizing, KKN-based curriculum management lists programs, activities, and human resources needed to achieve organizational goals. The program is then grouped according to the parts of the organization—for example, management, administration, and implementation exercises.

2. Allocate the right resources according to operational goals. Management can arrange the division of activities. Organizing ensures that each program can be carried out by activity units that are in accordance with the work program field. For example, the recording of activity programs is done by the accounting department. Organizing also ensures that each unit can directly carry out activities simultaneously and establish continuous curriculum implementation processes. For example, when planning the IQF and starting to produce products, the formulation team has already designed the IQF program activities that will be carried out to achieve the goals.

3. They are delegating authority and cultivating responsibility. In empowering, the management gives flexibility to unit activities to decide what needs to be done so that an activity program is implemented. Trust in delegation can simultaneously direct each unit part to be responsible. Authority can show management that the trust given to authority can be carried out properly. For example, activity units are given the freedom to be creative in carrying out their programs, according to established procedures and systematics.

4. Implementation of the Curriculum for the English Education Study Program at the Islamic University of Sheikh Yusuf

Implementation of the curriculum implementation program in the English Study Program in Improving the Quality of Higher Education Graduates and Syekh Yusuf Islamic University Tangerang. Namely as follows: (a). Curriculum (b). Schedule of activities (c). Human Resources (d). Partnership in the world of work/agency (e). Infrastructure

Implementation Stage of the Syekh Yusuf Tangerang Islamic University Curriculum. Carry out learning activities at Course level: Eng for academic Interaction I Course Code: FP2B3115 Credit: 3 Semester Credits: III Lecturer: Salim, S.Pd., M.Hum.

1. Course Description. Carry out teaching courses, which are course units and subject groups for English Communicative Competence. It is intended to help students have professional competence useful for becoming English teachers. Through this course, students are expected to have communicative competence as a prerequisite for English teachers. This course aims to help students improve their ability to write scientific papers to interact in academic activities such as seminars, workshops, and scholarly reports in the context of imparting and developing knowledge. In this course, students study the rules for using capital letters and punctuation, simple sentences, prepositional phrases, adverbs of frequency, compound sentences, words and phrases in time order, parts of paragraphs, complex sentences, unity, and coherence.

2. Course Objectives. Carrying out lectures at the end of classes, students are expected to be able to master including: (1). Use capital letters and punctuation; (2). Identify and write simple sentences; (3). Identify and use prepositional phrases; (4). Using adverbs of frequency; (5). To write compound sentences; (6). To identify and use time sequence words and phrases; (7). Identify the parts of paragraphs; (8). To write complex sentences. (9). Forming unity and coherence

3. Main Topics (1). Capitalization and punctuation (2). Simple sentences (4). Prepositional phrases (5) adverbs of frequency (6) Compound sentences (7) Time sequence words and phrases (8) Parts of paragraphs (9) Complex sentences

4. Learning Assessment and Evaluation (1) Evaluation of structured activities 1 (10%) (2) Exercises on topics 1-7 (3) Evaluation of structured activities 2 (10%) (4) Exercises on topics 9-15 (5) Attendance and Participation (5%) (6) Midterm Exam (25%) (7) Final Exam (50%)

1. Implementation Stage of Sheikh Yusuf Islamic University Curriculum Tangerang. Carry out learning activities at the level of Course Course: ENG FOR ACADEMIC INTERACTION II Course Code: FP2B4216 Credit: 3 Semester Credits: IV Lecturer: Salim, S.Pd., M. Hum.

2. Course Description. This course is a course unit in the English Communicative Competency course group. It is intended to help students have professional competence useful for becoming English teachers. Through this course, students are expected to have communicative competence as a prerequisite for English teachers. This course aims to help students improve their ability to write scientific papers to interact in academic activities such as seminars, workshops, and scholarly reports in the context of imparting and developing knowledge. Through this course,

students learn essay organization, grouping ideas logically, appositive and adjective clauses, complex sentences with adjective clauses, supporting opinions, modal verbs, reason clauses, result clauses, comparison and contrast, noun clauses, adverbial clauses, and participial phrases.

3. Course Objectives. At the end of lectures, students are expected to be able to master, among others: (1). Identify the organization of the essay; (2). Grouping ideas logically; (3). Identify and use appositive and adjective clauses; (4). Write complex sentences with adjective clauses; (5). To form opinions; (6). To identify and use modal verbs; (7). Identify and write down reasons and result clauses; (8). Identify and write comparison and contrast clauses; (9). Identify and write noun clauses, adverbial clauses, and participial phrases.

4. Main Topics (1). Essay organization (2). Group ideas logically (3). Appositive clauses and adjectives (4). Complex sentences with adjective clauses (5). Supports opinion (6). Modal verbs (7). Reason and outcome clause (8). Comparison and contrast clause (9). Noun clause, (10). Adverbial clause (11). Participative phrase.

5. Learning Assessment and Evaluation (1). Evaluation of structured activity 1 (10%) (2). Exercises on topics 2-7 (3). Evaluation of structured activity 2 (10%) (4). Practices on topics 9-15 (5). Presence and Participation (5%) (6). Mid-term test (25%) (7). Final examination (50%)

5.   Evaluation of the IQF-Based Curriculum in the English Education Study Program at Syekh Yusuf Islamic University

Evaluation of the IQF-Based curriculum program in the English Study Program in Improving the Quality of Higher Education Graduates at Syekh Yusuf Islamic University Tangerang. Namely as follows:

1. The evaluation model is an evaluation stage to examine how far the existing English courses in the current curriculum relate to or contribute to producing graduates with the formulated English language achievements in graduate learning. With English courses: if in the box about the formulation of general skills in describing the lessons discussed above and given a tick ($\checkmark$), it can be questioned whether the material being taught at this time has contributed to the ability to compose and describe in making correct sentences, using good sentences, constructing English structure, writing— evaluation in English courses and so on. In mentoring, there are still many students who have not been able to compose English sentences correctly, and so on, so the lecturer can evaluate them and develop their teaching material as expected. Every check mark ($\checkmark$) means that there is a description of the teaching material planned for the English course, and it must be factually checked in the document, both in the syllabus and in the lesson plan, so it is not only expected that English courses will contribute to English learning. A formula in learning English. Graduates having a

formulation in general abilities or attitudes can be assigned to English courses, which requires a complete mapping that needs to be known by all lecturers involved in the study program. If, after being evaluated, it can be seen that in the English course, it turns out that there is little or no contribution, then that course must be added, or material that is still needed from the system was entrusted to other related methods. Evaluation of skills is part of the fulfillment of learning English as a graduate, which is not always only charged to English courses, forming English skills only to be assigned to classes. The formation of several attitudes and abilities can be set into English courses through teaching materials and through learning English. Examples of forming attitudes and skills with English courses can build and apply in writing, speaking properly, and doing work, stories that are done orally and in writing correctly. This is to improve academics. In addition, attitudes can be built through co-curricular and extra-curricular activities.

2. Steps to improve the Evaluation Model. Evaluation in curriculum development can be developed in several alternative ways, namely: (1). Develop a scientific map of English which is a feature of the study program, by looking at scientific clusters or branches or parts of other scientific sets that are needed in accordance with the achievements of English for Graduate Learning, in building the scientific fields of English study programs according to curriculum developments. (2). Make a matrix that can map the relationship between the study material translated from the scientific field of the English study program according to the relevant science with the English language achievements of graduate learning. The matrix can provide an overview of the English language study material needed to be able to give graduates' English Language Learning Achievement (CPL) skills, namely by ticking a box that is considered related and tick ($\checkmark$) it must specify the study material to be studied (syllabus). (3). Building English courses that can be different from integrated or partial modules. In English, courses integrated with modules, blocks, and elements that need to be considered are: There is a close relationship between trees, branches, and twigs from the field of English and branches, twigs, and study material from different fields of science. There are thoughts, experiences, experiences, and studies. If several fields of study materials are taught in an integrated manner or designed in one form of learning activity, and the results will be better.

Application of learning with a team learning system (team teaching). The form of courses widely used so far is partial, namely English courses which only contain study material in branches from the field of English science. If the curriculum is formed with partial classes, the number of English courses will be good, affecting students' abilities.

Evaluation in Success in Learning English. Differences in individual success in learning English have encouraged psychologists to research what factors cause

someone to succeed. In this article, the factors that support the success of learning English will discuss the three aspects that most often receive attention: aptitude, motivation, and opportunity.

1. Ability to master English because of talent (Aptitude). Many people succeed at work or in student studies but need help learning English. Students have tried many times and spent a lot of time, but still have a lot of difficulties. Meanwhile, some people can absorb English words or English words easily, understand grammar, and speak English fluently. Many opinions say that the factor that distinguishes the two in mastering English is the presence of language talent.

2. In comparison, in separate experiments, other authors such as Politzer, Hatfield, and Yeni Komshian have proven that language talent can be formed and improved through practice. Carroll developed an aptitude test to predict language learning ability using the following criteria: (a). Ability to recognize phonetic codes (Phonetic coding) (b). Grammatical sensitivity (c). Ability to memorize (Rotememorization) (d). Ability to learn language Inductively. (Inductive language learning ability) This test is given to students who have never studied English and the results show that talent also influences a person's success in learning a language. Ability to Master English Talent is not the only determining factor in the success of learning a language. Students who want to learn English or need other supporting elements, namely motivation and opportunity.

Conclusions and recommendations

1.   Conclusion

Based on the discussion and findings as discussed previously, several specific conclusions can be drawn, namely the following:

1. Planning that is prepared following the Vision and Mission of the English study program in improving the quality of tertiary graduates through a learning process following learning outcomes needs to be followed up in the English Study Program, namely the competitiveness factor at the geographical level needs to be increased so that it can motivate the Program studies, the English language. To improve the quality of graduates.

2. The Implementation of the Implementation of Curriculum based on the Indonesian National Qualifications Framework is in accordance with what has been formulated which is strengthened by the implementation design of quality and competitive Language Study Programs.

3. Evaluation related to Implementation can improve the quality of graduates of study programs, English in developing the quality of tertiary graduates. The commitment of the faculty leadership in encouraging and supporting the Implementation of the Indonesian national curriculum in improving the quality of graduates of the English Education Studies Study Program.

2.   Suggestion

Based on the discussion and conclusions of the various efforts that have been made, the researcher can provide suggestions for planning, implementing, and evaluating the study program, namely as follows:

1.   For Lecturers in Making Semester Learning Plans. It is necessary to include indicators of character value material to be developed and methods in the study program activity plan, English, so that it is easy to read and understand. It utilizes ICT as a tool in improving learning for students, attitudes, skills, and the experience of lecturers. Become an exemplary role model for students.

2.   For Heads of English study programs, it is necessary to provide understanding and guidance in making Semester Learning Plans, which are clear and detailed in preparing English study programs, providing facilities and services for lecturers and students to improve learning outcomes for graduates of the tertiary institution concerned.

3.   For Implementation of Study Programs, English (1). Heads of tertiary institutions so that education in English study programs can be improved and the impact will be better for students (2). Faculty of Education namely: (a). All English study program curriculum development documents (b). I am doing comparative studies directly to adjust to the English study program instantly, (c). cooperate formally by making an MoU, involving study programs and faculties, so that study programs and English are high quality.

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