

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, the research question, the purpose of the study, the scope, and the significance of study.

1.1 Background of study

The millenniums era starts to encounter the highest world competitive challenges due to sudden appearance of the industrial revolution 4.0. The emergence of it, cause a global evolution in all fields. One of the fields which got challenge the most is education, precisely higher education. The higher education eventually became a tool which could be inferred as a trigger that will impose the country's growth to burst up from the globalization development. Indonesia as the developing country that has the goals to utilize global progress and development, therefore it makes higher education as an essential sector in each development sector.

The developing of higher education should become a component of overall strategies for survival and competitiveness within the global world economy, and an option to help with addressing current inequalities development in this global advancement (UNESCO, 2006). Indonesia higher education put much effort to produce a greater graduate with the best quality of outcomes, hence in order to be able to compete and participate in world global economy, higher education should turn the policies and the curriculum of university from conventional objective to recent contexts of global challenges and employment settings (Hadiyanto, 2019).

The development of English as a Second Language has begun stepping to the next level. It began to adapt with the demand of the modern world. For the demand itself to be exist, there should be a redline that we should take as the pointers of what

we want to be. We mentioned this redline as a Syllabus or Curriculum. Syllabus and curriculum are the guidelines which could be inferred as a fundamental in education.

The curriculum itself refers to all aspects of the planning, implementation, evaluation of education program, the way and how well together with the what of teaching-learning process (Finney, 2002). The curriculum has been shifting from the oral approach in 1960s, communicative-based approach in 1980s, meaning - based approach in 1990s, to competency-based approach in the 2000s (Lie, A., 2007, p. 4). In Indonesia, the curriculum has been changed for several times. The change occurs when there is a demand by the modern world which made the education to be more relevant to its participants is become another reason of the custom of shifting (Waters, A. & Vilches, M. L., 2008, p.23). The changing or shifting in the curriculum is meant to provide human resource which suitable by the demand of globalized world, the demand of stakeholders or business (Kamdi, W. 2018). Therefore, the so-called national education reform is very important. There should be a bridge between the students and industrial demand. The bridge which can be said as national curriculum should be able to display and set up students to face the world once they are graduate.

The recent issue of education is preparing students to face the “Industry 4.0”. It is the 4th wave of industrial revolution in which physical, digital and biological worlds are combined (Marr, 2016). The impact of the revolution meant that Indonesia higher education curriculum need to be shift. The curriculum needs to be shift from competency based to capabilities based where education is autonomous, self-directed and promoting critical thinking (Kamdi, 2018). Thus, Indonesia Education needs to be changed in order to be able to follow the trend of industrial 4.0. Furthermore, Indonesia curriculum has been stuck in one point. The curriculum has not yet been successful in increasing science, mathematics, and reading performance among students (PISA,

2015). According to the statistic, Indonesia still in the low position in the terms of educational system. This is one of the reasons why the demand of reforming curriculum increase. The other reason is the curriculum should be able to cover the student's necessity. In order to do that, it requires to synthesize various models and create a framework that focus on the recommendations, requisites and desire which might be affect student's learning teaching environment (Hayes, H. 2010).

Indonesia government create Kerangka Kualifikasi Nasional Indonesia (KKNI) or Indonesian Qualification Framework (IQF) in respond to the demand. IQF is a set of competency level which standardize the qualification of certain educational level and training institutions graduates in Indonesia (Republik Indonesia, 2012). The purpose of KKNI is to "increase Indonesia's competitiveness and manpower in facing global trade challenge" (Direktorat Jendral Pembelajaran dan Kemahasiswaan, 2012).

Indonesia higher education has autonomy to formulate the graduate's profile and qualification (Kopertis, 2017). However, each higher education learning outcomes need to follow a certain requirement or standard that they have been decided in order to produces graduates who meet the demand of modern world and fulfil the standard of certain principles. In Universitas Negeri Jakarta, especially in ELLSP the major has determined that all the graduates should be able to master all of the targeted skills which written in Pedoman Kurikulum Sastra Inggris 2017. Therefore, the ELLSP focus on creating the graduates that can fulfil all the condition and requirement based on the reference in Indonesia Qualification Framework and standard of content knowledge.

In order to fulfil the requirement, there should be important roles for curriculum design and intended learning outcomes (ILO) in any level of literature program. It is meant to direct people to pursue specific goals of education, making a program more effective and described (Richards, J., 2001, p. 112). ILO is defined as a tool to

communicate the course expectations, which is translated from educational curriculum to students who are expected to perform (Talesra, 2004, p.100). Targeted skills are reflected in ILO as a result of internalization of knowledge, attitude, creativity, competence, and the accumulation of experience works (Direktorat Jendral Pembelajaran dan Kemahasiswaan, 2014). The ECTS Users' Guide states that "Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning"(European Commission Education and Culture DG, 2009). Jackson also highlight the differences between Learning Outcomes (Los) and Intended Learning Outcome (ILOs: "a learning outcome is what results from a learning process" while "intended learning outcomes are statements that predict what learners will have gained as a result of learning" (Jackson et al., 2003). Thus, there should be interconnection and relevance's which focus on the components of curriculum in their relation to curriculum goals. They assert that curriculum moves "beyond mapping out the topics and materials; it specifies the activities and assessments to be used in achieving its goals" (Wiggins and McTighe, 2001). Therefore, the teachers and the students could understand what is the goals and the aims of the learning outcomes.

Subject matter content and cognitive process that are about to be learned and performed within the course are included in statements of ILO (Krathwol, 2001, p.213). Thus, the ILO could be identified as the result of instruction are usually framed in terms of (a) some subject matter content and (b) a description of what is to be done with or to that content. Thus, statements of objectives typically consist of a noun or noun phrase, the subject matter content and a verb or verb phrase the cognitive process. In Indonesia context, ILO or capaian pembelajaran (CP) is composed based on the national standard of education, referring to undang-undang or acts, KKNi and standar kompetensi lulusan

(SKL) (Direktorat Jendral Pembelajaran dan Kemahasiswaan, 2014). It is explicitly stated that the graduates of that major at least need to own attitude, knowledge, general competence and special competence.

The main references / standard in composing ILOs in Universitas Negeri Jakarta are Bloom Taxonomy and Indonesian Qualification Framework. It is stated to represent the domain of learning cognitive, competence and affective. Based on the assumption of the target competency, the graduates need to master the four skills in writing, reading, speaking, and listening.

However, in order to measure those called curriculum or syllabus, there should be a tool that can be used as the appraisal. Therefore, Tuning is used in this case. Previously, tuning is used for identify and exchange information and to improve European collaboration in the development of quality, effectiveness and transparency (Gonzales, J., 2003, p.25). It is also used as the reference for formulating higher education learning outcomes based on modern day demand (Albo, M., 2017; Cumming, A. & Ross; M., 2007; Figuerora, F., 2008). While the model was composed to decide which assessment should be appropriate for the aimed qualification, the tuning has also relevance with Degree Qualification Profile and Common European Framework of References. Both has the same aim which to promote the compatibility, comparability, and competitiveness in order to enhance student's quality.

According to the previous study related with learning outcomes and curriculum analysis which have been done previously, the study was an analysis of the language-skills ELLSP RPS at UNJ (Sekar, M. P, 2018). The research aimed to analyse on how the objectives were delivered to learners and how HOTS and CEFR are represented in those courses. The study shows that the learning outcomes stated were still lack of some elements of Tuning Model. However, HOTS were already accommodated well in

the learning outcomes and 71% objectives also can be identified into CEFR scales. While the next previous study was conducted by Andriansyah, A (2018) who has a similar research as the previous study which has been mentioned before. The results showed that the outcomes filled of Tuning Model classification were 67.25%. HOTS and CEFR also needs to be improved. After narrating the two previous studies, this study analyzed the needs to utilize Tuning Model and RBT Table in separated ways because there should be interconnection between each element including the subject matters. The subject matters could determine the completeness of the outcomes. therefore, this study intends to continue previous research which attempts to focus on how is the element profile of English Language Skill Syllabus. It includes to analyse the incorporation of Bloom's Revised Taxonomy and subject matters in Syllabus. Then, it also focuses on how HOTS and LOTS implemented in English Language Skill Syllabus in English Literature Study Program of Universitas Negeri Jakarta.

1.2 Research Questions

Based on the background of study, the research question are as follows:

1. How are the HOTS of English language skill syllabus in English Literature Study Program in Universitas Negeri Jakarta?

In order to answer the main question, the writer needs to an

- a) To what extent Bloom's Revised Taxonomy incorporated in Syllabus?
- b) To what extent HOTS and LOTS are accustomed in Syllabus?
- c) What subjects are incorporated in Syllabus?

1.3 The Purpose of The Study

The purpose of this study is to analyse the learning outcomes of English language-skills *Syllabus* at ELSP Universitas Negeri Jakarta. It also investigated how

learning outcomes incorporated with the Bloom's Revised Taxonomy and to what extent HOTS and LOTS are implemented in those courses.

1.4 Scope of the Study

The scope of this study is how HOTS and LOTS are accommodated in ELSP. This study focuses on how learning outcomes in ELSP affect the implementation of HOTS and LOTS in learning. This study also tries to find out to what extent HOTS and LOTS are implemented. This study also investigated language-skills Syllabus at ELSP Universitas Negeri Jakarta.

1.5 Significance of Study

The study is hoped to bring significance to:

1. Raising the higher education awareness about the importance of upgrading and adapting curriculum for creating the competent teachers in demand of 4.0 education.
2. Introducing the collaboration of Tuning Model and Bloom's Revised Taxonomy as one of the references and considerations in designing higher education curriculum- especially in ELSP Universitas Negeri Jakarta.

