CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the previous study, the research question, the purposes of the study, the scope and the significance of the study.

1.1 Background of Study

Today's world is encountering a high challenge due to the emergence of the convergent impact of global evolution in all fields. One of the fields that faces this challenge is education, especially in higher education. Higher education has eventually become a tool to trigger the country's growth to move forward from the globalization development. Indonesia is one of the developing countries that has the goals to utilize global progress and development, so it makes higher education as an essential sector in each development sector to answer the challenges of today world. 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, p. 1).

In reflecting this global issue, curriculum becomes one of the fundamental components for each education unit. It is caused the curriculum is one of the keys to determining the quality of graduates in the world of education. Since of the importance of the curriculum in education, the curriculum is always evaluated to be adjusted to the development of science, technological progress and the needs of the community in

every period time. Along with these needs and demands, this curriculum changes as an effort to develop the innovation towards these demands. In Indonesia, the higher education curriculum was constantly evaluated and shifted from situational language teaching in the 1960s, communicative language teaching (CLT) in the 1980s, content-based instruction (CBI) in the early 1990s, to competency-based learning (CBL) in the 2000s (Lie, 2007, p. 4). These changes are due to the demands and challenges of the modern world where education must remain relevant to participants for industry demand (Waters, A. & Vilches, M.L., 2008, p. 23). Therefore, the curriculum shift is intended to provide human resources that are in accordance with the demands of the global world as a request of stakeholders or business (Kamdi, 2018). The change in the English language curriculum in Indonesia is one of the government's efforts to improve learning of English in the context of a truly dynamic and unique meaning with challenges (Madya, 2007, p. 36). So that, it can be seen that English language is one of the most important subjects to support the participant in the world of industry today and the shift of curriculum should be done in response to the development of Science and Technology, societal need, and stakeholder need. Hence, the curriculum must be designed as well as possible to meet the needs of students to face the demands of the industry in the future.

From these demands, the education revolution is now following the trend of "Industry 4.0". This revolution industry 4.0 is fundamentally different from the previous three revolutions, it is characterized by a range of new technologies that are

fusing the physical, digital and biological worlds (Schwb, 2017). This certainly affects all disciplines related to economics and industry, as well as education. Therefore, Indonesian higher education curriculum in the industrial era 4.0 needs to understand the change from competency-based to capability-based where education will be formed independently to promote critical thinking (Kamdi, 2018). Thus, Indonesian education and especially Indonesian higher education are generally urged to be reformed immediately because of the demands of the revolution industry 4.0. The world of education and industry must be able to develop industrial transformation strategies by considering the human resources sector that has competence in their field.

Realizing of these demands, Indonesian government has actually taken several efforts to improve the quality of Indonesian education so that it can produce quality of graduates. According to the Minister of Research, Technology and Higher Education (Menristekdikti) Mohammad Nasir conveyed that the challenge of revolution industry 4.0 must be responded quickly and appropriately by all stakeholders within the Ministry of Research and Technology in order to be able to increase the competitiveness of Indonesian nation amid competition. Therefore, higher education must immediately formulate strategic policies in various aspects ranging from institutions, fields of study, curriculum, resources, and cyber university development, and risk up to innovation.

In designing the curriculum, the higher education in Indonesia has autonomy to formulate the graduate profile and qualification (Kemenristekdikti, 2016). Although

curriculum is developed by each university, the learning outcomes need to adhere a particular requirement or standard in order to generate graduates who can compete and participate in this demand of today's world. This requirement or standard include of Kerangka Kualifikasi Nasional Indonesia (KKNI), Standar Nasional Pendidikan Tinggi (SNPT), and particularly Standar Nasional Pendidikan Guru (SNPG) for education program. KKNI or Indonesian Qualifications Framework (IQF) is a set of competency levels that standardize the qualifications of education graduates and certification training institutions in Indonesia (Republik Indonesia, 2012). According to Perpres No. 08 of 2012, KKNI is an embodiment of the quality and identity of Indonesian Nation in relation to the national education and training system owned by Indonesia. KKNI aims to "increase Indonesia's competitiveness and workforce in facing the challenges of global trade" (Direktorat Jendral Pembelajaran dan Kemahasiswaan, 2012). This framework is organized and divided based on the level of education, it includes a set of skills that students need to graduate from that level. Related with Kerangka Kualifikasi Nasional Indonesia (KKNI), the higher education particularly bachelor degree, should be on the 6th KKNI level. So, it can be concluded that the KKNI is a study program that requires the education system in Higher Education to clarify the profile of its graduates, so that it can be adjusted to the feasibility in the perspective of analyzing community needs.

According to UU No. 12, 2012 about Higher education, Standar Nasional Perguruan tinggi (SNPT) for each Study Program includes the development of

intelligence intellectual, noble character, and skills. Whereas, Standar Nasional Pendidikan Guru (SNPG) are meant to set academic qualification and competence for teachers in Indonesia (Republik Indonesia, 2017). The national standard stated that graduates of education program need to have pedagogic, interpersonal, professional, and social competence (Republik Indonesia, 2017). Hence, Indonesia education program, concentrates on curriculum development as a way to produce graduates who can meet the conditions and requirements based on references in SNPT, IQF, and SNPG.

However, the facts show that the curriculum in Indonesia is still not successful in improving the performance of science, mathematics, and reading among students (PISA, 2015). According to the results of data in the global ranking conducted by Quacquarelli Symonds (QS) in 2018, the quality of tertiary education in Indonesia has decreased in the level of the world. This can be seen from the declining rank of several Indonesian universities. Indonesia is ranked below the average in the education system. The evidence was showed by the absence of Indonesian universities that are ranked in the top of the world university rankings (OECD / Asian Development Bank 2015). It means that education in Indonesia is still in the developing stage and needs to continue to increase, because in fact not all reforms were created successfully.

Consequently, in this revolution industry 4.0, higher education needs to improve critical thinking skills or commonly referred as high-order thinking skills (HOTS). Alice Thomas and Glenda Thorne define the term HOTS in an article entitled *How to*

Increase Higher Order Thinking (2009) as a way of thinking at a higher level than memorizing, or retelling something that is told by others. Here, students need to develop their abilities effectively in applying critical thinking skills both to their academic studies, to the complex problems they will face, and to their critical choices that will be forced to make a result of information explosion and other rapid technological changes (Oliver, Helen & Utermohlen, R., 1995, p. 1). HOTS have strong links with Revised Bloom Taxonomy. Bloom categorizes various levels of skills and results of thinking from the lowest to the highest, namely remembering, understanding, applying, analyzing, evaluating and creating. This is a series of Lower Order Thinking Skills (LOTS) to Higher-Order Thinking Skills (HOTS) (Anderson, L. W, 2001). Categories will become the cognitive domain of learning and are described as action verbs in the learning outcomes of the course (Krathwohl, D. R, 2002, p. 213). Therefore, high-level thinking skills in learning outcomes have been shown to assist improve student achievement and motivation in learning (Brookhart, S. , 2010, p. 12)..

Besides, in order to improving the quality of education, the higher education curriculum needs to be designed in such a way as to meet the needs of their students in facing this revolution industry. Regarding the design of the higher education curriculum, the intended learning outcomes (ILO) have an important role in formulating the qualifications of graduates from all levels of education. As Richards (2001, p. 112) stated, in formulating the qualifications of graduates at all levels of education, learning outcomes (LO) play an important role. LO is defined as a tool to

communicate which is intended to guide students to achieve certain goals in a course, and make the course or program more effective and clearly described (Talesra, 2004, p.106; Richard, 2001, p.112). The skills that are targeted to be achieved are reflected in LOs as a result of the internalization of knowledge, attitudes, creativity, competence and accumulated work experience (Direktorat Jendral Pembelajaran dan Kemahasiswaan, 2014). The ILO must describe general learning outcomes, consistent with curriculum objectives, appropriate and feasible to be more effective (Richards, J. , 2001, p. 112). Therefore, in formulating the LO, there must be certain references that are appropriate, so that the LO can be easily understood for the teachers and students in achieving the target of achievement. In Indonesia, ILO or Capaian Pembelajaran (CP) are formulated based on national education standards, referring to undang-undang, IQF or KKNI, and Standar Kompetensi Lulusan (SKL) (Direktorat Jendral Pembelajaran dan Kemahasiswaan 2014). This includes the attitudes, knowledge, general competencies and special competencies that require to be possessed by graduates.

Referring to these standards, the English education study program at Universitas Pendidikan Indonesia (UPI) focuses on developing a curriculum to create ILO in order to produce graduates profile which have an understanding of the concepts of language, literature, and teaching that can be applied to various levels of formal education from kindergarten, elementary school, junior high school, senior high school and also at non-formal education institutions such as language course institutions. Students are also

expected to be able to teach English for special needs such as socio-economics, technology, industry and tourism.

Whereas, in several countries such as European countries, Latin America, Canada, and others have implemented the Tuning model as a reference in designing their education curriculum, especially in formulating learning outcomes (Albo, M., 2017, p. 368). It has been designed as an independent university driven project, which in co-ordinated by university staff members from different country (Gonzales, J. & Wagenaar, R., 2003). This Tuning Model is used in formulating learning objectives as well as to decide which assessment should be in accordance with the intended qualifications. All of this includes qualifications by integrating knowledge, skills, and capacity into one spectrum (Albo, M., 2017, p. 361). The general tuning of LO is to promote compatibility, comparability and competitiveness that are indispensable from increasing student mobility (Lamboley, J. L. , 2017, p. 372). Therefore, this Tuning model has proven effective to be applied in raising awareness and stimulating constructive discussion about the relevance of competencies in skills, values and attitudes (Albo, M., 2017, p. 368).

Several previous studies on analyzing the learning outcomes of language-skills Rencana Pembelajaran Semester (RPS) have been carried out before, a previous related study was an analysis of the language-skills ELLSP RPS at UNJ conducted by Sekar, M. P (2018). The research aimed to analyze on how the objectives were communicated 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. It was only had 3 clearly articulated objectives out of 82 objectives in all language-skills courses. 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 the similar research as the previous study mentioned earlier. The difference only can be seen from the data analysis, his study examined ELESP learning outcomes of language-skills RPS at UNJ. The results showed that the outcomes filled of Tuning Model classification were 67.25%. HOTS and CEFR also showed the need of development. It gave the suggestion for the universities to consider the need to take account of Tuning Model of learning outcomes as it captures the HOTS and CEFR scales needed in the learning. After narrating the two previous studies, the study analyzed the tuning model and BRT level in separated ways. even though it is viewed that the Tuning Model Table and BRT Table are considered to be collaborative together, since the verb and the type in the Tuning Model closely similar with the cognitive and knowledge domain in BRT table. In the other hand, the previous study didn't look the detail of subject matters that represented in the learning outcome of higher education. However, 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 Bloom's Revised Taxonomy classification incorporated in the learning outcomes language-skill syllabus. It included to analyze the incorporation of subject matters in Syllabus. Then, it also focuses on how HOTS and LOTS incorporated in English Language Skill

Syllabus in English Language Education Study Program (ELESP) of Universitas Pendidikan Indonesia.

1.2 Research Questions

According to the background of study, this study aims to examine the ELESP curriculum in Universitas Pendidikan Indonesia. Therefore, this study attempts to answer several questions:

1. How is Bloom's Revised Taxonomy incorporated in language skills learning outcomes of English Language Education Study Program Universitas Pendidikan Indonesia?

    1.1 To what extent BRT classification incorporated in Syllabus?

    1.2 To what extent HOTS and LOTS are accommodated in Syllabus?

    1.3 What subjects are incorporated in Syllabus?

1.3 The Purpose of the Study

The purpose of this study is to analyze the learning outcomes of English Language Skill Syllabus in ELESP Universitas Pendidikan Indonesia. This attempts to investigated how the learning outcomes incorporated in Bloom's Ravised Taxonomy Classification and how HOTS and subject matters are accommodated in the syllabus. The study also attempts to find out whether the learning outcomes have represented the qualifications requested by revolution industry 4.0 as explained in KKNI. This study will provide a basic evaluation for the current language-skills RPS of ELESP that are represented in their learning outcomes.

1.4 The Scope of the Study

The scope of this research is how high-order thinking (HOTS) and LOTS are accommodated in the ELESP courses. This study tends to focus on how learning outcomes in the ELESP course incorporated in the application of HOTS. This study will also find out the competencies needed by ELESP graduates in order to response the revolution industry 4.0. This study investigated language-skills RPS at ELESP Universitas Pendidikan Indonesia.

1.5 The Significance of the Study

The study is expected to bring the significance to:

1. Raising the higher education curriculum awareness about the importance of upgrading and adapting curriculum for creating more competent teachers in demand of 4.0 education.

2. Introducing the collaboration of Tuning Model and Revised Blooms Taxonomy Table as one of the references and considerations in designing higher education curriculum-especially in ELESP Universitas Pendidikan Indonesia.