

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Indonesia has entered the era of industrial revolution 4.0 which is demanded the source of Indonesian workers to become more innovative and competitive in their work life. It is the 4th wave of industrial revolution in which physical, digital and biological worlds are combined (Marr, 2016). The 4.0 revolution caused actual transitions in some sectors, precisely education sector. Education carries the crucial role in the process of making qualified employment. As one of the developing countries that have the goals to utilize global progress and development, Indonesia makes higher education as an essential sector to answer the challenges of today world. Higher Education as the ultimate stage in developing learners to become qualified graduates is used as a tool which could be inferred as a trigger that will impose the country's growth to burst up from the globalization development.

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).

National curriculum should be able to bridge students and industrial demand, in a way it is projecting and preparing students to face the industry once they graduate. Fortunately, Indonesian curriculum has been following the trend of educational practices in the world. The ELT curriculum has been shifting from oral approach in the 1960s, communicative approach in 1980s, meaning-based approach in 1990s, to competency-based approach in 2000s (Lie, A, 2007, p.4). The shift commonly occurs as the response to the challenges of the modern world where the education should prepare and remain relevant to its participants and industry demand (Waters, A. & Vilches, M. L., 2008, p.23; Collins, R, 2014, p1). Moreover, ELT curriculum reforms are influenced by socio political factor: the economic standing, the innovation, government curriculum and school-system and curriculum development of historical-political factor (Waters, A. & Vilches, M. L., 2008, p.218-219).

Indonesian faces a significant shift in education market priorities from teacher as the center of a course to student as the center of a course. This transition is expected to result in increasing the skills level of the graduates of English Literature Study Program to fulfill the strong demand for high-skilled human resources in an education sector. Thus, socio-political factor become one of the greatest influences in national education reforms.

In response to the demand, Indonesian government has actually create a program to help Indonesian education produces qualified graduates. Kerangka Kualifikasi Nasional Indonesia (KKNI) or Indonesian Qualification Framework (IQF) is a set of competency levels which standardize the qualification of certain education level and training institutions graduates in Indonesia (Republik Indonesia, 2012). The aim of KKNI is to “increase Indonesia’s competitiveness and manpower in facing global trade challenges” (Direktorat Jendral Pembelajaran dan Kemahasiswaan, 2012). The framework divides graduates based on educational level and includes a set of skills they need to master in order to graduate from that level.

Moreover, in 4.0 higher education revolution, the critical thinking ability or Higher Order Thinking Skills (HOTS) is quite important, students need to develop and effectively apply critical thinking skills to their academic studies, to the complex problems they will face, and to the critical choices they demanded to make as a result of the information

explosion and other rapid technological changes (Oliver7Utermohlen, 1995, p.1).

In Indonesia, we know this as a national teacher standard (Standar Guru) and language competency. The standards 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). Therefore, the education of program focus on creating the graduates that can fulfill the condition and requirement based on the reference in national standard of teacher, IQF, and standard of content knowledge along with the capability of implementing HOTS.

HOTS has intense relation with revised Bloom's taxonomy. It has served similar function that concurred if school is more than just promoting memorization (Ennis, 1985, p.2). Bloom categorized and ordered thinking skills and outcomes, they are: remembering, understanding, applying, analyzing, evaluating, and creating. It is continued from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS) (Anderson, L.W., and D. Krathwohl, 2001). The categories will be a cognitive domain of the learning and outlines into action verbs in the learning outcomes of courses (Krathwol, 2002, p.213). Thus, it was proven that high-order thinking skills in learning outcome can

help increasing students' achievement and motivation in the learning (Brookhart, 2010, p.12).

Referring to higher education curriculum design, intended learning outcomes (ILO) play an important role in formulating the qualification of graduates from any education level. It is meant to direct people to pursue specific goals of education, making a program more effective and described (Richard, J., 2001, p.112). ILO is defined as a tool to communicate the course expectations, which is translated from national curriculum to students who are expected to perform (Talesra, 2004, p.106). 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). In order to be effective, ILO must describe general learning outcomes, be consistent with the curriculum aims, be precise and be feasible (Richards, J., 2001, p.112). In designing a curriculum, goals/outcomes become the core of the process since it captures everything related to teaching and learning activities. It decided why the course is taught and what the students need to get from it (Nation, 2009, p.6). The outcomes must be the source of information both for teachers and students to make them understand what the course aims and targets.

In Indonesian context, ILO or Capaian Pembelajaran (CP) is formulated 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 translates the attitude, knowledge, general competence and special competence that specifically need to be owned by graduates of that major.

The main references / standard in composing ILOs in Universitas Pendidikan Indonesia are Bloom Taxonomy, and HOTS and LOTS. 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 ELT writing, reading, speaking, and listening alongside with the ability to adapt in the development of ELT.

Several related studies about learning outcomes and curriculum analysis have been done previously. Andriansyah, Arry (2013) did the research about how HOTS and CEFR are represented in the language-skills RPS courses in ELESP UNJ, and finding whether the outcomes already represented the qualification demanded by industry as described in KKNI.

The next previous related study is from Pratiwi, Mega Sekar (2018). Pratiwi did the research about how learning outcomes communicated to learners and how HOTS and CEFR represented in the language RPS courses in ELSP UNJ.

Because of the limitation of Andriansyah and Pratiwi research, the writer wants to expand the research even more element in learning outcomes and wants to know whether the addition of element researched in learning

outcomes could give more good impact or not. Thus, this study aims to analyze how low-level order thinking is composed in order to achieve critical thinking or higher order thinking skills in English Literature Study Program language-skills courses learning outcomes in Universitas Pendidikan Indonesia and how subject incorporated in the learning outcomes.

1.2. Research Questions

1. How is Bloom's Revised Taxonomy Classification incorporated in the Learning Outcomes Language-Skill Syllabi of English Literature Study Program Universitas Pendidikan Indonesia?

1.1 To what extent BRT classification incorporated in Syllabi?

1.2 To what extent HOT and LOTS are accommodated in Syllabi?

1.3 What subject are incorporated in Syllabi?

1.3. Purpose of the Study

The purpose of this study is to analyze to what extent the learning outcomes of English Language-skills Syllabi at ELSP Universitas Pendidikan Indonesia incorporated with the Revised Bloom Taxonomy, and to what extent HOTS and LOTS incorporated in those syllabi courses. It is also investigated what subjects are incorporated in syllabi.

1.4. Scopes of the Study

The scope of this study is how High Order Thinking Skill (HOTS) are accommodated in English Literature Study Program courses. This study focuses on how learning outcomes in English Language Education courses signify the implementation of HOTS and CEFR in learning. The study will also discover competencies needed by teachers or English Language Education graduates as response to education and industry 4.0. English Language-skills courses Syllabi in English Literature Study Program Universitas Pendidikan Indonesia are investigated as the main source of data.

1.5. Significance of the Study

The study is hoped to bring significance to:

1. Raise higher education curriculum awareness for creating more competent teachers in education 4.0.
2. Introducing the collaboration of Tuning Model and Revised Bloom Taxonomy Table as in designing higher education curriculum based on industrial revolution 4.0.