AN IDEAL EFL CURRICULUM: AN INSIGHT FROM BOTH PBI'S LECTURERS AND STUDENTS

THESIS

Submitted by:

ARIF FADHILLAH
NIM. 170203096

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
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Bachelor of Education in English Language Teaching

by:

ARIF FADHILLAH
NIM. 170203096

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:
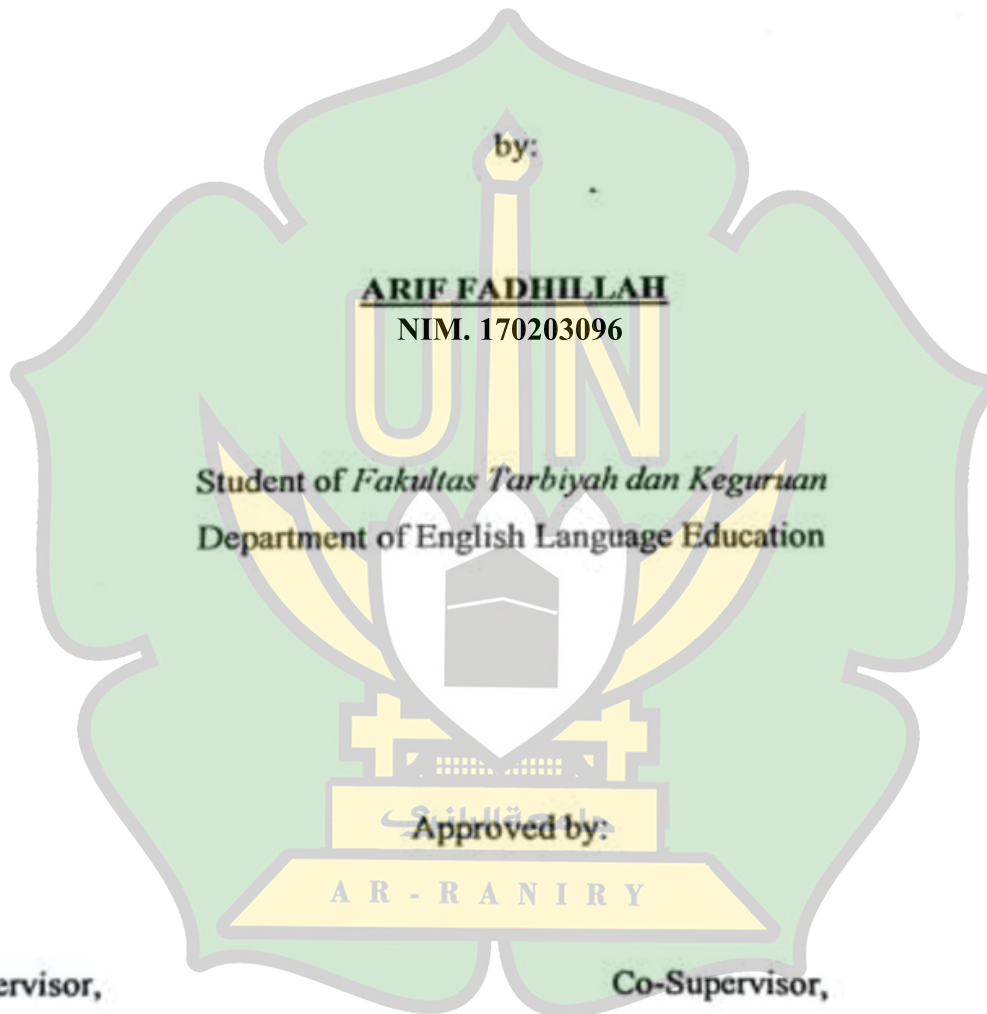
Main Supervisor,

Co-Supervisor,

_____
Habiburrahim, M.Com., M.S., Ph.D.
Date: 07 / 12 / 2022

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Siti Khasinah., M.Pd
Date: 02 / 12 / 2022

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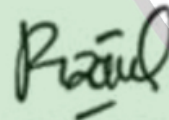
In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,

Habiburrahim, M.Com., M.S., PhD
Nip: 197208062003121002

Secretary,

Riza Zulyani, S.Pd.I., M.Pd
Nip: 198201312014112003

Member,

Siti Khasinah, S.Ag., M.Pd
Nip: 196904201997032002

Member,

Syarifah Dahliana, M.Ag., M.Ed., Ph.D
Nip: 19750416200003201

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Dr. Safrul Muluk, S. Ag., MA., M.Ed.
01021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Name : Arif Fadhillah

Reg. No : 170203096

Tempat/tanggal lahir : Lhok Nga / 25-03-1998

Alamat : Lam Glumpang kec. Ulee Kareng, Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

An Ideal EFL Curriculum: An Insight from Both PBI's Lecturers and Students

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 November 2022

Saya yang membuat surat pernyataan,

Arif Fadhillah

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First of all, I would like to express the deepest praises and thanks to Allah Azza Wa Jalla, the almighty, the lord of the universe who has given mercy and blessings to this world. Peace and salutation be upon the prophet Muhammad SAW, peace be upon him, together with his family and companions who have brought the enlightenment into human life. I would like to express my sincere gratitude to my supervisors Mr. Habiburrahim, and Mrs. Siti Khasinah for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, I want to thank to all English language education lecturers and staff who have inspired, lectured and assisted me during my study in this department. May Allah grant you heaven and make ease your way.

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ABSTRACT

Name   : Arif Fadhillah
Reg. No   : 170203096
Faculty   : *Fakultas Tarbiyah dan Keguruan*
Major   : Department of English Language Education
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Main Supervisor   : Habiburrahim, M.Com., M.S., Ph.D
Co-Supervisor   : Siti Khasinah., M.Pd
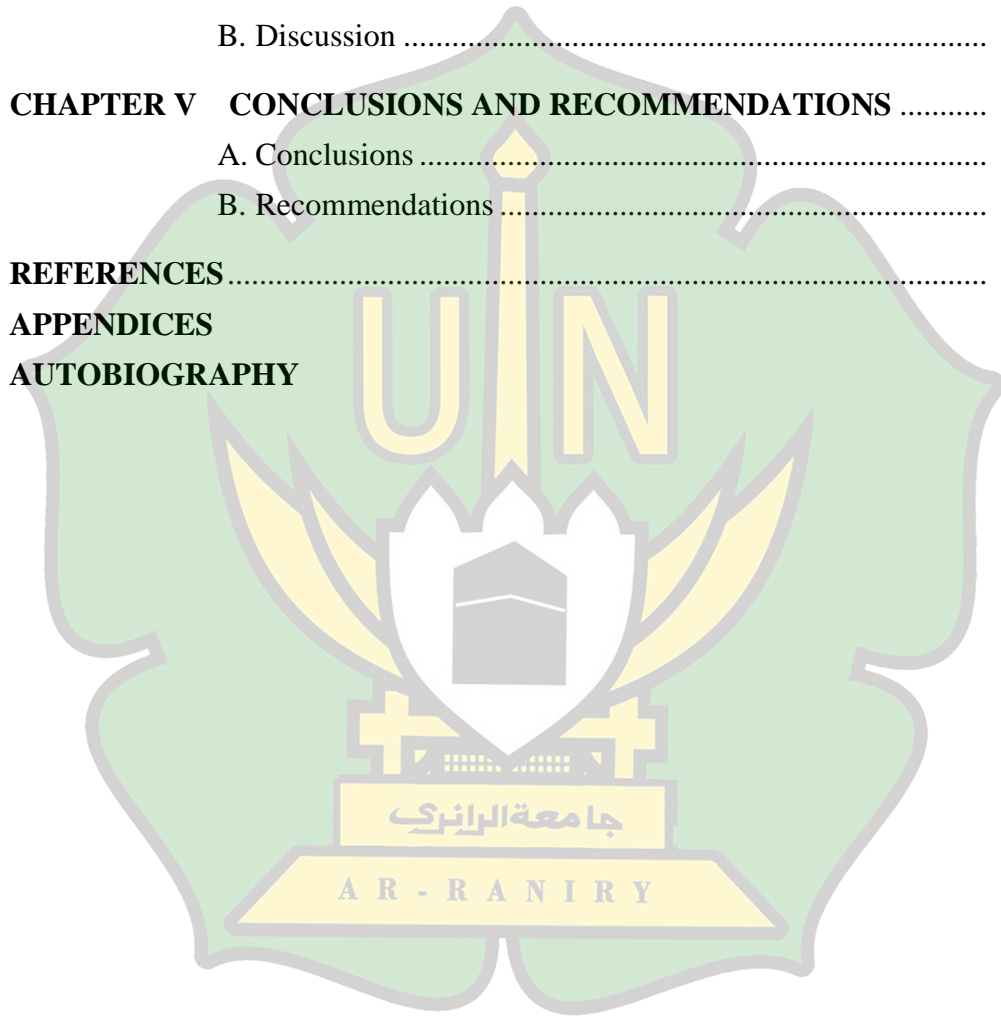Keywords   : Course Design; EFL Curriculum; Higher Education Institutions

This research was conducted because there have been several curriculum changes in the PBI department. There is a change in the curriculum to be ideal based on the needs of students. Therefore, the purpose of this research is to identify the curriculum applied at PBI UIN Ar-Raniry, which is categorized as an ideal curriculum and is able to meet the needs of students. This study used a qualitative descriptive design to achieve this goal. The research data were collected using semi-structured interviews. The participants were four English language education lecturers and eight students at PBI UIN Ar-Raniry. The results of the data show that all teachers have a positive perception of the current PBI curriculum. They believe that the current PBI curriculum is good enough that it can still be used. In addition, continuous evaluation is still needed to pursue the relevance of the lecture substance. The evaluation is carried out based on students' needs and the times' demands. In the PBI major, many students say that their need is a more in-depth introduction to technology and can be elaborated with educational material as the goals of the major are. Then, the PBI major also provides opportunities for students to become competent graduates who can compete in every opportunity that arises.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is designed according to the needs and demands of the times. For this reason, education must be based on the community's needs so that it can be an answer to the demands of the community. With the dynamics and demands of the times that are never finished, education is also designed in such a way as to continuously improve its system towards a system that is closer to the needs of the times and to make education able to compete with the developed countries in the world (Asri, 2017). The core tools of education in terms of internal factors consist of curriculum, syllabus, lesson plans, learning media, learning techniques and learning evaluation. The curriculum is a milestone in determining the success of education because it designs educational goals, targeted competencies, how to achieve them, how to measure them and the scale of achievement, including how long education is taken.

A curriculum is an essential tool in the world of education where the curriculum is a guide in determining the process, assessment, and results of academic activities. According to Nation and Macalister (2010), the curriculum is guidance in designing courses that consist of an outer circle, namely principles, environment, and needs that involve practical and theoretical considerations that will significantly guide the actual process of course production.

The inner-circle consists of goals and center, contents and sequences, format and presentation, and monitoring and assessment.

Further, as Richards (2001) stated, the curriculum has changed in many ways. The curriculum can influence teachers' pedagogical values and beliefs, teachers' understanding of the nature of language or second language learning, or their classroom practice and use of teaching and learning materials. Among several changes in the education department, teaching materials also need to be adjusted because they are among the most critical factors in the teaching and learning process. This argument is supported by Richards (2001). He argues that teaching materials are considered a critical factor in most language programs. Like the curriculum in general, the curriculum of the Department of English Education has also undergone several changes. The changes that occur in the curriculum are to improve and develop the quality of the curriculum to be better than the previous one.

Based on the interview with the head of the study program of English, he explained that during his tenure as head of the department, a curriculum had undergone several renewals, namely the curriculum of 2017, the curriculum of 2019, and the curriculum of 2020. He recognizes the changes in curriculum that have already happened are based on the latest rules, which require that any curriculum follow the format of *Kerangka Kualifikasi Nasional Indonesia* (KKNI). So, in the beginning, the implementation of these changes had problems due to unpreparedness and not being familiar with the format of the KKNI; consequently, the use of the curriculum required more time and adjustment. It can

be concluded from a light interview with the head of the Department of English Education that previous curriculum analysis has never been carried out optimally, such as not looking in depth (special needs) and has not been carried out in the form of research to see the shortcomings of the desired achievement.

Actually, a curriculum that contains a mission of improvement and development, must have an in-depth analysis. In improvement and development, it is necessary to understand the basic aspects related to improvement and development, which will be used as a guide in this research. For example, how the curriculum development model is carried out, how the curriculum objectives are designed and how the achievement strategies include determining graduate competencies, competency elements, and curriculum structure to become an ideal curriculum (Bahri, 2011; Suwarno, 2011).

The curriculum that is being implemented needs to be studied from various aspects to find out whether this curriculum is considered ideal so that it is able to answer future challenges, especially challenges for graduates of the English Education Department. The urgency is to obtain an analysis that is in line with expectations for curriculum development, namely improving the quality of the learning process and graduates of the English Education Department of UIN Ar-Raniry. A strong curriculum is an essential foundation for the strength of the major. Over the years, the curriculum has been trusted to work well because of the lack of analysis of the curriculum. A good curriculum is of course the result of a good analysis. but at this time, there is often neglect of the curriculum, such as continuing to run the curriculum without being accompanied by research or

analysis of the curriculum so that there is no consideration of the feasibility of the curriculum, whether it is still suitable for use or not. This delicacy will make the curriculum weak, and this is one of the bases of this research. This weakness opens the opportunity for this research in the form of an analysis of the current English Education Department Curriculum to get an overview of the ideal curriculum development model, structure, and approach.

According to those reasons, this study aims to figure out the ideal EFL curriculum at UIN Ar-Raniry Banda Aceh.

B. Research Questions

Based on the explanation in the background, the researcher can formulate two research questions:

1. Is the curriculum of PBI UIN Ar-Raniry categorized as an ideal curriculum?

2. Is the curriculum of PBI UIN Ar-Raniry able to suffice the needs of students?

C. Research Aims

The aim of this study is as follows;

1. To find out the curriculum implemented at PBI UIN Ar-Raniry is categorized as an ideal curriculum.

2. To find out the curriculum at PBI UIN Ar-Raniry is able to suffice the needs of students.

D. Significance of the Study

This research is expected to contribute to the advancement of English language learning at Islamic universities in Aceh. It is hoped to help majors in Islamic tertiary institutions to implement curriculum changes more effectively and sustain curriculum changes in English courses from time to time. Not only that, but it also helps the lecturers involved to evaluate their current understanding and practice of teaching English and clarify the outcomes of the students who graduate in English education as suggested by the curriculum. In addition, this research can also be used as a reference for further research.

E. Terminology

1. Curriculum

The curriculum is a component that subject knowledge can represent the accumulated experience of the past and the representation of this for the future. Several items such as the concepts, facts, processes, language, narratives, and conventions constitute socially refined forms of knowledge regarded as "powerful." Harsono (2005) stated that the curriculum is an educational idea expressed through practice. Curriculum understanding is currently growing, so the curriculum's meaning is the idea of education and the whole program of planned learning from national education institutions. The relevance of the curriculum as the material that will be studied in this study to see how the curriculum that has been developed is in accordance with the needs of students in the current era.

2. Ideal Curriculum

In simple terms, the ideal curriculum is a curriculum that is expected to be implemented and serves as a reference or teacher program in the teaching and learning process. Because this curriculum is a guide for teachers, this curriculum is also called the formal curriculum or written curriculum. However, in practice the implementation of the ideal curriculum experiences several obstacles in its implementation. Among them are facilities and infrastructure, the ability of teachers and school policies/principals. Because of this, the teacher can only carry out the curriculum according to the existing conditions.

3. PBI UIN Ar-Raniry

The Department of English language Education (Pendidikan Bahasa Inggris-PBI UIN Ar-Raniry) was established in 1964 under the name of TEN or Tadris English. Because of some controversies in terms of regulation, the department was asked to decease and then reopened in 1980. PBI is one of the most favorite departments not only within the Faculty of Education but also within Ar-Raniry State Islamic University. This is shown from the rapid development of registration every year, it has more than a thousand students. The majority of students completed their study within expected times, which is 4 years. Most students graduate with high qualifications and good merit.

CHAPTER II

LITERATURE REVIEW

A. Concept of Curriculum

1. Definition of curriculum

In the most simplistic terms, 'curriculum' describes what, why, how, and how properly scholars should learn orderly and deliberately. Further, the curriculum is not a goal but rather a tool to promote excellent learning (UNESCO, 2011). The term curriculum has various meanings in other definitions, ranging from a planned 'course of study' (acquired from Latin) to an all-encompassing vision of all the learning experiences for which the school is accountable. Here are a few instances of definitions:

> The curriculum is a plan incorporating a structured series of intended learning outcomes and associated learning experiences, generally organized as a related combination or series of courses. (Australian Thesaurus of Education Descriptors, pp. 211).

The curriculum could be said as an inventory of actions implemented to design, arrange and plan an education or training activities, including a definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers (CEDEFOP, 2011). For example, a curriculum defines the educational foundations and contents, their sequencing with the amount of time allotted for learning experiences, characteristics of teaching institutions, and characteristics of learning experiences,

in particular from the point-of-view of methods to be used, the resources for learning and teaching (such as textbooks and new technologies), evaluation, and teacher profiles (Braslavsky, 2003).

As a political and social agreement, the curriculum represents a society's shared vision while also considering local, national, and global demands. Thus, concurrent curriculum development and reformation processes increasingly require public consideration and deliberation with a wide range of stakeholders. Curriculum design has emerged as a topic of substantial debate – frequently conflicting perspectives – engaging policymakers, experts, practitioners, and society.

2. **Role and function of Curriculum**

a. **Role of Curriculum**

The curriculum performs a vital role in education. According to Hamalik (2008), the following are some of the roles of curriculum that can have a direct impact on the process and learning outcomes:

1) conservative role

This conservative role essentially places the curriculum developed with past awareness and content in relation to the present. This role is crucial and fundamental, as education is essentially a social process of society and part of society itself.

2) The creative role

The creative role features that the curriculum must be capable of developing something new under improvements that occur and the necessities of society in the present and future trends.

3) The critical and evaluative role

The critical and evaluative role determines that the curriculum has the duty and responsibility to build students (societies) who are sensitive to present situations and conditions and can produce solutive value decisions for progress.

b. Function of Curriculum

Functions are interpreted as varied according to the field that uses the term. Function in the curriculum context can be interpreted first as one of the existing parts of the regularity of education implementation. This meaning is usually the theme of the language in the field of management. Second, the function of the curriculum is named as the usefulness or benefit of the curriculum for parties involved in educational activities (learning). This paper will emphasize the function of the curriculum in the sense of usefulness or benefits of the curriculum for parties related to the process of organizing education in schools.

3. Types of Curriculum

According to Nasution (2014), the curriculum is divided into three types, as follows:

a. **Separated curriculum**

A separated curriculum is one kind of curriculum that consists of separate subjects. The data are in separate or individual subjects. The formation of this separated curriculum is based on experience and human culture throughout the ages, which is then simplified and arranged logically. Then it is done according to the age of the students. The advantages of this separated curriculum are as follows:

1) Make it simpler for teachers to implement the curriculum

2) Easy to implement, plan, and easy to make changes if at any time there is a change

3) In a separated curriculum, the subject matter is presented logically and systematically.

While the disadvantages of a separated curriculum are as follows:

1) Less referring to the problems encountered by students in everyday life

2) The development and growth of students is not too harmonious

3) A little less up to date

4) It only emphasizes intellectual development and pays less attention to other factors.

b. **Correlated curriculum**

A correlated curriculum is a curriculum that connects one lesson to another. In this type of curriculum, subjects are linked and structured in such a way and are strengthened between one another so that they do not stand alone.

There are several ways that must be taken to integrate these subjects, including using the following correlation:

1) Occasional or incidental correlations are correlations that are held at any time if there is a relationship.

2) Ethical correlation is a correlation whose purpose is to educate character as a learning center and then absorb it from religious education or character.

3) Systematic correlation is a correlation that is compiled directly by the teacher or teacher.

4) Informal correlation is a curriculum that is prepared through collaboration between several teachers and connects the lessons taught by one teacher with other teachers.

5) Formal correlation is a curriculum that the teacher or team has planned in advance.

6) Widespread correlation combines several fields of study and has a characteristic that is close to each other.

c. **Integrated curriculum**

Integrated curriculum, namely a curriculum in which teaching materials are provided in an integrated manner, such as the example of Social Sciences, which is a combination of economics, sociology, geography, and history subjects. The advantages of an integrated curriculum are:

1) The material is related

2) The curriculum is in accordance with learning theory based on students' experiences, abilities, and interests.

While the disadvantages of an integrated curriculum are:

1) Curriculum organization is less systematic than others.

2) Implementation is a bit complicated.

Meanwhile, according to Barton (2019), an integrated curriculum is one that combines diverse areas of study by crossing subject-matter lines and emphasizing unified principles. Integration aims to connect students, actively engaging in relevant, meaningful activities that are applicable to real life. An integrated curriculum strives to connect classroom theory with practical, real-life knowledge and experiences. Service-learning facilitates the practical and experience learning component of an integrated curriculum.

Drake and Burns (2004, Taseman et al., 2020) conducted considerable research on integrated curriculum and its form in the learning and teaching arena. This research found three distinct integrated curriculum models, each with overlapping and coordinated features. Among these are:

1) Multidisciplinary integration

Pristinely focuses on the disciplines. This method connects various topics around a similar theme. Teachers employ this strategy to incorporate skills, knowledge, and even attitudes into the standard school curriculum. In certain schools, for example, pupils learn about environmental stewardship in every subject.

2) Interdisciplinary integration

Teachers organize the curriculum around shared learnings across disciplines in this approach to integration. They group together the similar learnings embedded in the disciplines in order to highlight transdisciplinary abilities and concepts.

3) Transdisciplinary Integration

Teachers organize the curriculum around student questions and concerns in the transdisciplinary approach to integration. Students gain life skills by using interdisciplinary and disciplinary knowledge in a practical setting.

d. **Intended curriculum**

Referring to the explanation of the International Bureau of Education (n.d.), the intended curriculum is a set of formal documents that specify what the relevant national education authorities and society expect students to learn at school in terms of knowledge, understanding, skills, values, and attitudes to be acquired and developed, as well as how the outcomes of the teaching and learning process will be assessed. It is typically embodied in curriculum frameworks and guidelines, syllabi, textbooks, teacher's guides, test and examination content, regulations, policies, and other official publications. Also known as the 'official curriculum' and the 'planned curriculum.'

According to Kridel (2010), the intended curriculum is the overt curriculum that is recognized in policy statements as those which colleges or other educational institutions, or organizations set out to accomplish. The intended curriculum is sometimes contrasted with the hidden curriculum (that which is

learned from the structural organization of the schooling institution and the society in which it is embedded), the taught curriculum (teachers' explanation of policy intentions or deliberate substitutions for that which is intended), the void curriculum (that which is not stressed), the validated curriculum, and the learned curriculum.

Typically, it is framed inside a conceptualization drawn from Ralph Tyler's writings, known as the Tyler Rationale, which Kridel (2010) cites in his book, and was originally designed as a set of principles to govern curriculum and training. These principles are composed of emphases: philosophical assumptions, psychological designs of learning, perceived interests of students and notions of their individual needs, sociopolitical and economic contexts and mandates, and expert views on the nature of subject matter to be learned from experts from various disciplines of knowledge.

4. Characteristics of an ideal curriculum

According to Sukirman and Nugraha (2016), the curriculum ideally contains plans for various things in the education system, especially regarding the expected goals or competencies, learning outcomes, content limits, activities, assessment systems, and management of the learning environment. All of that is outlined in the outline of the syllabus learning program, lesson preparation scenarios, and other forms of planning.

The curriculum experts consider it necessary that many criteria are used as guidelines, benchmarks, and the size of the curriculum. Caswell and Campbell (1935, as cited in Ansyar, 2016) had to formulate some criteria as follows:

a. Uses the contents of the curriculum in interpreting, understanding, and assessing the life of the contemporary.

b. Uses the contents of the curriculum in satisfying the interests and needs of students.

c. The value of curriculum content in developing skills, attitudes are considered useful for adults.

d. The contents of the curriculum should be significant for the field of specific subjects.

In this case, Ismail (2015) cited Romine (1945) as a finding that examines from a broader perspective; the determination of these criteria should start from the aspect of educational goals, the educational process, and the students' circumstances. Based on these factors, he formulated several criteria as follows:

a. Criteria related to the nature of the students, namely whether the content of the curriculum in it is useful in satisfying students' interests and curiosity.

b. Criteria related to educational goals

1) Is the curriculum content significant, valid, and useful in interpreting, understanding, and assessing contemporary life?

2) Is the content of the curriculum related to the problems of life?

3) What is the content of the curriculum in it will advance the development and balanced growth in children, following the educational goals that have been formulated (attitude, skills, and habits).

4) Is the content of the curriculum really important, in the sense of making a valuable contribution to the various roles of the curriculum (conservative, evaluative, creative) and meaningful for human experience?

5. The standard of Ideal curriculum

According to Paige (2009), in adopting an ideal curriculum in the 21st century, it must have standards with that century such as combining knowledge, thinking, innovation skills, media, Information and Communication Technology (ICT) literacy, and real-life experiences in the context of eye-catching eyes. Core academic subjects. To achieve the authentic learning demanded in the 21st century, students engage in learning environments effectively and develop 21st-century skills such as critical thinking, problem-solving, and collaboration. In this way, students will be prepared with the necessary knowledge and life skills that will help them succeed in their future careers (Lombardi, 2007).

Therefore, the ideal curriculum must be developed with a focus on knowledge construction and encourage students to produce information that has value or meaning to develop new skills that are ultimately under the standards of 21st century needs. It supports student participation, motivation and understanding of academic subjects and prepares them for adult life (Lombardi, 2007). The researchers stated, "The Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills our youth need to succeed in college and careers and be positioned to compete successfully in a global economy" (Common Core State Standards Initiative, 2010).

B. **College Curriculum**

1. **Higher Education institutions Curriculum**

Curriculum in Higher Education institutions (HEi) is a formal plan for how students who want to get a college degree will learn. A broad definition of the word "curriculum" includes goals for student learning (skills, knowledge, and attitudes), content (the subject matter in which learning experiences are embedded), sequence (the order in which concepts are presented), learners, instructional methods and activities, instructional resources (materials and settings), evaluation (methods used to measure student learning as a result of these experiences), and adjustments to teaching and learning processes. Even though the word "curriculum" is used in different ways, this definition is broad and flexible enough to cover the many changes that have been made to the undergraduate curriculum to improve learning. These changes have been made to teaching methods, sequencing, assessments, learning goals, and content (encyclopedia.com, n.d.).

In addition, when discussing the principles, functions, and targets of the curriculum, the educational landscape has undergone significant technological changes, indicating that educational institutions must integrate Information and Communication Technology (ICT) into their curriculum. Use is open to everyone and is available for free, allowing for ideal teaching curriculum. Obtaining, exchanging, analyzing, and organizing up-to-date information can be facilitated by ICT. The use of ICT makes it easier for teachers to utilize electronic versions of educational and instructional aids; the availability of extra materials; to

administer examinations and evaluations; and to undertake research-related practice-oriented language skills training (Škoda & Luić, 2020).

The involvement of ICT in the curriculum is one example that shows an effort to adapt to the times that continue to develop so that the measurement efforts in empowering students become more optimal. The purpose of developing a curriculum is to make a difference for students. In short, curriculum implementation brings change and easy improvement. In other words, how principals ensure that the curriculum brings the desired changes.

2. Development of College Curriculum

To empower students to achieve a prosperous future, educational institutions should be able to design curriculum that enable students or learners to develop their skills and competencies and use them in the actual world. Curriculum development in university needs to be built by considering various aspects. Finch and Crunkilton (1989) in Supatra (2013) grouped the factors of curriculum development into two. The first is internal factors, factors that influence curriculum development from within educational institutions. The second is external factors that influence curriculum development from outside higher education institutions, such as the development of science and technology, community needs, cultural conditions, and government interests.

Furthermore, curriculum development by considering internal factors of educational institutions needs to look at the special conditions and interests of educational institutions. The curriculum must support the achievement of the goals of the educational institution which is contained in the vision and mission of

the educational institution. The planned curriculum is also based on studies and evaluations of the previous curriculum implementation. Therefore, in curriculum development, evaluation data from the previous curriculum is needed to determine aspects that need to be improved or developed. Curriculum development needs to be done because of the numerous challenges faced by the times, especially in welcoming the era of globalization. The development of socio-culture, science, and technology always requires humans to adapt. The curriculum as a guide in organizing educational programs needs to perfect the mindset and content of the material in it to conform to the dynamics of the times. Consequently, education professionals, particularly curriculum specialists, continue to develop learning methodologies believed to be capable of boosting the quality of human resources through a variety of curricular approaches (Habiburrahim, 2021).

Over the years, the Indonesian government made a national curriculum based on the Pancasila principles so that students from all over the region could learn the same things (Indonesian national philosophy). These principles focus on the idea that there is only one God, on human rights, on national unity, on democracy, and on fairness between people. This approach had an enormous impact on how curriculum was made all over the country (Habiburrahim, 2019).

Moreover, a change in the curriculum at the department level is seen as the first step toward empowering education. This will allow schools to better serve the needs of all their stakeholders, such as helping graduates who want to become teachers or other professionals to improve their job prospects (Muluk, Habiburrahim, Zulfikar, Orrell, & Mujiburrahman, 2019). Because English is seen

as a plus in many jobs in Indonesia, students in the English Education Department are encouraged to learn English and other core skills that will help them in their education and careers in the future.

3. KKNI-Based Curriculum

Based on the Law of the Republic of Indonesia No. 11 of 2008 in chapter IV article 58, it is stated that universities carry out their functions and roles as

   a.   a forum for student and community learning,

   b.   a forum for future leaders of the nation,

   c.   the center for the development of science and technology,

   d.   a center for the study of policies and moral strength to seek and find the truth, and

   e.   The center for the development of the nation's civilization.

It means that universities have a central role as a center for developing the nation's next generation, a center for the development of science and technology, a center for policy studies, and the development of national civilization. As an important component in a nation, the quality of education held by universities must be of high quality. The curriculum as an educational program has a vital role in determining the output of quality higher education graduates.

Ministerial of Education and Culture Regulation No. 73 of 2013 states that every study program in Higher Education must redesign the curriculum referring to *Kerangka Kualifikasi Nasional Indonesia* (KKNI). Before redesigning, it is necessary first to understand the basic concept of changing the higher education curriculum, which refers to the KKNI. This compliance is important because the

issuance of Presidential Regulation No. 8 of 2012 concerning KKNI does not mean canceling Government Regulation No. 17 of 2010 in article 97 regulates the development of higher education curriculum and its implementation based on *Kurikulum Berbasis Kompetensi* which is known as KBK. That is, the development of the higher education curriculum is nothing but the development of the KBK. The fundamental difference from the KBK before and after referring to the KKNI lies in the learning orientation. If the KBK before referring to the KKNI was oriented to competency development, then after the KBK was developed regarding the KKNI the orientation was learning achievement or Learning Outcome.

In the KKNI curriculum, students are given the tools they need to be able to do certain things after they graduate from college or university. A curriculum that focuses on the study of certain subjects is what the KKNI curriculum is. Also, the way students learn will force them to master these skills so they can do certain tasks based on how they are learning.

Furthermore, Mashlahah (2018) stated the implementation of KKNI goes through several stages, namely: compiling learning outcomes, formulating study program graduate profiles, formulating competency standards for learning outcomes graduates, formulating study Program Learning Outcomes (PLO), formulating Course Learning Outcomes (CLO), identify key concepts and keywords in course learning outcomes, development of Program Plans and Semester Learning Activities (PPSLA).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

There are many types of research designs used to conduct research, such as qualitative, quantitative, and mixed methods. In this study, the author will use one type of qualitative research. According to Denzin and Lincoln (2005), qualitative research is multi-method in focus, involving an interpretive, naturalistic strategy to its subject matter. It implies that qualitative researchers study things in their natural setting, trying to understand or describe phenomena in terms of the purposes people bring to them. Qualitative research means the study of the use and collection of suitable material from case studies, individual experiences, introspective, life story interviews, observational, historical, interactional, and visual texts that depict routine and challenging moments and meanings in an individual's life.

Furthermore, qualitative research has characteristics. As Cresswell (2012) said, in general, it is known that the characteristics are (1) An exploratory and Descriptive focus, (2) Emergent Design, (3) Data Collection in the natural setting, (4) Stress on 'human-as-instrument,' (5) Qualitative methods of data collection and (5) Early and On-going inductive analysis**.** So, the writer will do qualitative research because the writer wants to analyze the application of the EFL curriculum at religious universities.

B. Research Site and Participants

1. Research Site

This research was conducted at UIN Ar-Raniry, which is located at Jl. Ibn Sina, No. 2, Darussalam, Syiah Kuala, Banda Aceh. This research will be applied to students of the English language education department of UIN Ar-Raniry. There are several reasons why the author will conduct this research at the Department of English language education (PBI). First, the writer was a student at the Department of English. Second, the curriculum is an integral part of the education system, which aims to make the teaching and learning process in English more focused. Third, based on the researcher's observation, the curriculum of English Department has undergone several developments. Therefore, the researcher is engaged in analyzing the curriculum being applied to students of the English Department.

2. Participants

a. Population

There are several arguments from experts about the study population. According to Creswell (2012), a population is a group of individuals who have the same characteristics. Meanwhile, Sugiyono (2015) says that the population is a generalization area consisting of subjects with specific qualities and characteristics determined by researcher to study and draw conclusions. In this study, the target population were lecturers and students at PBI UIN Ar-Raniry.

b. Sample

There are several expert opinions on determining the value of a sample in a study. According to Ary et al. (2002), a sample is a small group that is being observed. In addition, Creswell (2012) says that the sample is a subset of the target population that the researcher plans to study in order to summarize information about the target population. Then, in determining the sample, it is necessary to use a sampling technique to determine the sample as representative of the population. The researcher will use a purposive sampling technique in taking the interview sample. Crossman (2020) said purposive sampling is not a probability sample, but sampling picked based on the characteristics of the population and the purposes of the study. So, the criteria for determining the sample based on the purposive sampling technique in this study were permanent lecturers who had been teaching for the last semester. Then, to strengthen the response, students were involved as a sample. The students involved are those who have taken curriculum courses or have completed all courses.

In this study, only four lecturers and eight students were willing to be asked to be correspondents. So, the researcher asked them to participate in this research. Thus, the data is balanced and straightforward. As a result, researcher saw various problems related to the curriculum encountered by the study program to the needs of students.

C. Method of Data Collection

Ary et al. (2010) stated Interview is one of the tools to get the data. Interviews will gather data from people about views, beliefs, and feelings about

circumstances in their own words. They also explain the kinds of interviews. Each of them is described below:

a. **Unstructured Interview**

An unstructured interview is a conversational type of interview in which the questions appear from the condition. The researcher will extend the question based on the last answer that the researcher listens to—using who, what, when, where, why, and how categories are frequently enough guidance for the researcher to follow in asking questions.

b. **Structured Interview**

A structured interview is scheduled for the specific purpose of getting certain information from the subjects. Each respondent is asked the same set of issues but with some range in the series. In other words, the researcher will give similar and structured questions which would be responded to, and most of the questions could not be answered with yes or no and bound word responses.

c. **Semi-structured Interview**

It is similar to a structured interview, but the questions can be modified during the interview process in a semi-structured interview. The questions are designed to unveil what is essential to recognize the phenomenon under study. The questions also cannot be answered with yes or no and limited word responses.

In this research, the author will use a semi-structured Interview because the researcher wants to use the list of questions to provide an interview guideline. However, the researcher will select or even modify the interview questions based on the interviewee's response. The researcher used the details of informal,

flexible, and polite interviews to gather the data. Furthermore, the researcher conducted an in-depth interview involving a series of interviews spaced apart by days or weeks. Thus, this study got more profound answers. The researcher also asked several questions related to the analysis of the curriculum used by lecturers in teaching at the Department of English Education in UIN Ar-Raniry.

D. Method of Data Analysis

This section presents the data analysis procedures performed on the collected data to answer the research questions. The data analysis technique is fulfilled by processing the result of the interview transcript, observation note, and document review. The data was analyzed based on an interactive model of analysis promoted by Miles and Huberman (2014). This model has three different processes: data reduction, data display, conclusion drawing/verification, and data collection from an interactive cyclical process.

1. Data Reduction

In this part, the researcher assessed the data by choosing, concentrating, simplifying, and converting the data. Then the data, which was gathered from the interview, observation, and documents, was enormous and complex. Therefore, data reduction was required to make the data definite and light to use. Then, to reduce the data, the researcher had to focus on research questions about the use of the ideal curriculum at PBI UIN Ar-Raniry. The data which would not be related to it was set apart. A number of analytical steps during data collection with the Miles and Huberman model (2014) are:

First, summarize data on direct contact with people, events and situations at the research site. This first step includes selecting and summarizing the relevant documents.

Second, coding. Coding should pay attention to at least four things:

a. Used symbols or summaries.

b. Code is built in a certain structure.

c. Code is built with a certain level of detail

d. The whole is built in an integrative system.

Third, the analysis during data collection is making objective notes. Researcher need to record as well as classify and edit answers or situations as they are, factual or objective descriptive.

Fourth, make reflective notes. Write down what is open and thought by the researcher in relation to the objective notes mentioned above. Must be separated between objective notes and reflective notes

Fifth, make a marginal note. Miles and Huberman (2014) separate the researcher's comments on substance and methodology. Substantial comments are a marginal note. Sixth, data storage. To save data there are at least three things to note:

a. Labeling

b. Have a uniform format and certain normalization

c. Using index numbers with a well-organized system.

Seventh, data analysis during data collection is memo making. The memo referred to by Miles and Huberman is the theorizing of ideas or conceptualization of ideas, starting with the development of opinions or propositions.

Eighth, analysis between locations. It is possible that the study was conducted at more than one location or by more than one research staff. Meetings between researchers to rewrite descriptive notes, reflective notes, marginal notes and memos for each location or each researcher being conformed to one another, need to be carried out.

Ninth, making a temporary summary between locations. Its content is more of a matrix about the presence or absence of the data sought at each location.

Observing the explanation above, a researcher is required to have the ability to think sensitively with the highest intelligence, breadth, and depth of insight. For novice the researcher, the data reduction process can be done by discussing it with friends or other people who are considered experts. Through the discussion, it is hoped that the researcher's insight will develop, the reduced data will be more meaningful in answering research questions.

2. **Data Display**

Miles and Huberman (1992) introduced two kinds of formats, namely: context charts and matrices. According to Miles and Huberman, what is most often used to present data in qualitative research is in the form of narrative text. At this stage, the researcher is mostly involved in the presentation or display of the previously collected and analyzed data, considering that qualitative researchers are mostly compiling narrative texts. The data display helps the researcher in

understanding what is happening and doing something. The data presented in this study will use brief notes, tables, and narrative texts. Display is a format that presents information thematically to the reader.

3. Conclusion Drawing

So, the process of this research is briefly explained by in their book:

> The coding of data, for example (data condensation), leads to new ideas on what should go into a matrix (data display). Entering the data requires further data condensation. As the matrix fills up, preliminary conclusions are drawn, but they lead to the decision, for example, to add another column to the matrix to test the conclusion (Miles, Huberman, & Saldana, 2014, p. 31).

The final step in qualitative data analysis is drawing conclusions. Drawing conclusions is also called verification. From the very beginning of data collection, the researcher begins to decide what is meant by tentative conclusions and holds these conclusions lightly, maintaining openness and skepticism, but conclusions may not emerge until data collection is complete. Triangulation of research data obtained from interviews, observation notes, and document analysis. While the conclusion is the last step of data collection which must follow the data reduction and presentation of the previous data (Miles & Huberman, 2014). In addition, in this study, researcher began to determine the important variables to draw conclusions. As a result, the conclusion was fulfilled by valid and consistent evidence that has been collected.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The result of this research was based on the data from the interview. Interview participants were divided into two, namely lecturers and students. The selected lecturers as participants were four English lecturers who teach at the Department of English Education at UIN Ar-Raniry Banda Aceh. At the same time, the students who were selected as participants were seven PBI students. Interviews were conducted from May 29 to June 21, 2022. The participants responded to several questions that led to their perceptions and experiences in teaching-learning at the Department of English Education at UIN Ar-Raniry Banda Aceh based on the current EFL curriculum. Participants were marked as using their initials as coding.

In this research, a coding investigation was implemented to extract the information from the participants' responses. This affirmed the appropriateness of the things for each element of the theoretical structure of the instrument. All the responses were coded and categorized under the themes. After going through some processes, the researcher gained several findings, composed of two main points based on the research questions. The points are; the EFL curriculum implemented at PBI UIN Ar-Raniry Banda Aceh is categorized as an ideal EFL curriculum, and the EFL curriculum at PBI UIN Ar-Raniry Banda Aceh is able to

suffice the needs of students. The first point consists of an overview of the current EFL curriculum, its shortcomings, and developments of the current EFL curriculum so that it is considered ideal. The second point consists of student needs for the curriculum based on the skills and trends needed according to future opportunities. The results are as discussed below.

1. The existing PBI curriculum

After conducting the interview session, the researcher revealed the answers to the first research question. Then, the lecturers expressed their opinions about the current EFL curriculum at PBI UIN Ar-Raniry Banda Aceh. These ideas are classified into three themes: an overview of the current EFL curriculum, its shortcomings, and the development of the current EFL curriculum.

1.1 Overview of the existing PBI curriculum

1.1.1 Meeting the students' need

Most of the participants thought that the picture of the current EFL curriculum was good; the curriculum used now has begun to pay attention to the interests and needs of students. In addition, the current EFL curriculum is not rigid, not only focusing on teaching skills that are in accordance with the target as prospective lecturers, but also providing provisions (other understandings) as options for them to be able to survive in the real world and develop their potential in various fields. From the views of the lecturers, as answered by AR that:

"Yes, I think the PBI curriculum for now is okay and it's good. However, we must always have an evaluation, we must examine the interests of the children (students). Because a good curriculum must always be guided by the interests and talents of children or their skills. we also offer courses based on entrepreneurship (courses)."

In line with the quotation above, SD stated that the current EFL curriculum has tried to accommodate the needs of students. However, talking about whether it is ideal or not depends on the perspective of the individual and is also based on current and future social needs. She said:

"Actually, the PBI curriculum has tried to accommodate the necessary requirements or experts in English Education. It also includes the term provide some optional course whose purpose is to prepare PBI graduates to be ready for the job market. Actually, it's hard to say that the curriculum is ideal or not. Because it depends on individual perspectives. In addition, it is also very dependent on dynamic, dynamical phenomena in society. So, what changes in society, so today is ideal, tomorrow is not ideal anymore. For this year is ideal, for next year is not ideal anymore."

As for their intent, a good curriculum is a curriculum that contains the interests and needs of students in accordance with the times. In addition, FBZ said that although he was not very familiar with the curriculum, he gave the same answer that the current overview of the PBI curriculum was good. However, at any time, it would no longer be ideal for use in the next era. Then in an effort to meet the needs of students, of course, it is based on the results of lecturer discussions at PBI. FBZ's confession is as follows:

"So, I personally don't really understand the curriculum. So far, in my opinion, this has mostly covered the needs of students. It's ideal, isn't it because the curriculum actually has a process, so all the lecturers first discuss all relevant subjects or not. But more or less a percentage but ideal maybe not."

In addition, regarding when the current EFL curriculum is ideal or not, the changes and developments that exist make there is no ideal curriculum, but what is being strived for is for the curriculum to be close to the ideal. However, for now, it may be said to be ideal because it has followed what is needed and requested according to national regulations. TZ's confession is as follows:

> "The curriculum may never be ideal, but towards the ideal. That's why we try to arrange the best for the study program. There is always development that adapts to needs. Now, since 2020, following the national (government) wish to integrate the KKNI, we try to change it with the hope that it is in line with expectations. But of course, later if there are changes to the next change, we will definitely make changes again. Ideal for a while, yes. We consider it ideal because this is what we have."

Meanwhile, in student responses regarding the description of the current EFL curriculum, it is terrific because it is in accordance with the skills and competencies needed in the English language education department. as stated by CDR:

> "In my opinion, the current English education curriculum is quite good because it contains several teaching and educational subjects so that these prospective teacher students can learn how to educate and teach well. In addition, there are also English skill subjects such as speaking listening reading writing and also a number of general lessons."

Even so, one student said that although the current EFL curriculum was good, it still needed improvement. as AH said:

> "My opinion regarding the current PBI curriculum is good. However, there are still some things that need to be improved in terms of courses where there are several more specific courses. This course will be useful when EFL students graduate from college."

It can be said that all the opinions above convey that the current EFL curriculum as a whole is good. However, the shortcomings in the EFL curriculum remain undeniable, so evaluation is needed for consideration in future curriculum development.

1.1.1 Regular evaluation

The reason for carrying out a continuous curriculum evaluation process is to adjust the needs and see the feasibility of the EFL curriculum in the future. For looking at this evaluation pursues how English graduates continue to be able to become competitive graduates in various fields. As AR said:

> "I think because there is always an evaluation, it's okay to see what products PBI alumni use a lot, not only as teachers but also in companies, both NGOs, meaning they can already apply the knowledge they get in our department. However, we must always have an evaluation, we must examine the interests of the children (students)."

The interview results above explain that apart from the needs of students with the courses provided, there is a need to prepare them to become more than just teachers based on what has been taught. Therefore, evaluation is an important part of seeing existing needs.

1.2 Shortcomings of the current PBI curriculum

1.2.1 A lack of fundamental courses

Most lecturers said that the current EFL curriculum still has discrepancies in the required courses. SD said that there were courses that were good in the previous curriculum but were deleted in the current EFL curriculum, as she stated below:

"Actually, I agree more with the courses for each basic class. For example, there used to be a Basic Speaking class. There is none in the latest curriculum. Everything is in the integration class should be before entering the integrated class. There must be an introduction in advance of each basic skill so that then it will be in an integrated class. There is at least one example of speaking class at the beginning because we don't know what they have learned in high school. Now, our students still have problems with to be, so there should still be a grammar class before they enter the integrated class."

In line with that, TZ said that the shortcomings in the current EFL curriculum were that there were courses that were not included even though they were essential subjects. The shortage was due to insufficient credits and teaching staff, so the course was omitted. TZ said:

"There was a previous course that we omitted that was actually important. However, there are other courses that are more important so that they don't swell the credits, so we drop them. For example, Second Language Learning Acquisition, it used to exist. But we have difficulty with the lecturer (to teach the course)."

In addition, AR adds that the lack of teaching/material about moral values is a deficiency in the current curriculum. This is evidenced by the lack of ethics, morals, and student respect. AR said:

"Today's children (students) are compared to us (lecturers) in the past (we were still students), children (students) were less civilized. I don't know if it has anything to do with the curriculum, like something is missing maybe in the curriculum it needs to be added with a little less moral values. No longer respects people, lecturers or people who are older than him (as students)."

It can be said that the current EFL curriculum is far from perfect because there are deficiencies such as the loss of important subjects and character values.

1.2.2 Non-conformance of curriculum settings

Talking about other shortcomings in the curriculum, there are courses that are similar or have the same material. What was conveyed by SD shows that the existence of overlapping courses can be a reason for the current curriculum to be considered not ideal. Therefore, a reconstruction of the courses in the curriculum is necessary. As stated by the SD:

> "But for me, it's actually not ideal. It's not ideal because there are one or two courses that overlap. For example (subjects) Research in English and Research Methodology. students have already taken the Research Methodology course but must also take the Research in English course. It should only be Research in English 1 and 2. It's overlapped, so I think it needs to be reconstructed."

In addition, according to FZH, the current focus on the current EFL curriculum is more on performance, which is unsuitable for undergraduate students. Instead, students should focus on theoretical learning. As FZH answered:

> "It's not lost, maybe the focus is on my opinion. So, it's more of a nature that focuses more on performance. The focus is on tourism and others. There are courses that seem overlapped, even though there are other things that theoretically we need to focus on because these undergraduate students focus on theory, not on performance."

According to students, there are deficiencies in the current EFL curriculum, namely the setting for the duration of courses and their placement in semesters, especially such as micro-teaching subjects. Students expect more hours for courses that focus on teaching and teacher training materials, and courses that are considered the core of learning for teacher training students should be introduced in the early semesters. As RS admits:

> "In my opinion, there is still a lack of courses or hours of lessons presented in the curriculum. For example, in skill teaching, because in essence we will become English teachers, yes. So, I think skill teaching is very important. Not only in the final semester, in the second semester we have to be introduced to courses related to teaching."

Then, ZR added that the shortcoming in the current EFL curriculum is that the curriculum is still not flexible: the opportunity for students to explore more broadly in the real world as in the independent curriculum designed by the Ministry of Education and Culture. Here is ZR's confession:

> "Yeah, I can't say it's gone. But this is not in this ministry, it is the fault of our superiors, because our own campus does not follow the Ministry of Education and Culture. So now we are only taught one swimming (one skill). If you study in English education major, then you are only taught about English, you can't go anywhere (not developing). But if we follow the minister Nadiem Makarim, there is such a thing as the "kampus merdeka" curriculum. We can learn freely, we can convert credits, we can do internships in state-owned companies, (work/build) in start-ups and so on. If we go directly to the field, we know that science is only this science, it requires other sciences to be taught outside of campus. So, it is very unfortunate that the Ministry of Religion cannot follow this "kampus merdeka" curriculum."

Based on what was conveyed by the sources above, it can be said that the current EFL curriculum needs to be revised in settings that are not appropriate, such as the duration of courses and the introduction of core courses and material focus for undergraduate students.

1.3 The development of the current PBI curriculum

1.3.1 Reconceptualizing courses

Participants considered that curriculum development was necessary. For now, the development of the EFL curriculum is good. From the lecturer's

point of view, as FZH said that the current EFL curriculum development is good, and curriculum development is a must so that the curriculum can be better or ideal than before. As she stated as follows: "Sure, ya. *From good to great ya.*"

Further, AR noted that the curriculum must be assessed and updated to changing times and global conditions if the EFL curriculum remains competitive with curricula from other nations. In answer, he offers the following:

> "The curriculum must always be developed. Because of the development of interest, the curriculum must follow, must follow the development of today's when the term Japanese people already say five-point o (5.0) language, so we have to adjust."

In line with what was conveyed by the lecturers, students also thought that the curriculum should be developed according to their needs as prospective teachers, meaning that they should be provided with more teaching materials. As CDR put it:

> "Teaching practices need to be improved both in the micro teaching class and in the PPL (pre-service teacher)."

Another student added that curriculum development is needed in line with the development of technology and the need for technology integration in learning. AH says:

> "Adding courses related to technology-based teaching methods accompanied by practice, not only lecturers provide direction to students in class, but also student efforts. These lessons will be in accordance with current technological developments. In my opinion, there are still many courses that need to be improved according to current job needs, as we know that teaching staff have been asked to teach online or teach hybrid. To that end, improve the ability of students to be taught a course related to digital development literacy."

Based on what was conveyed by the participants above, the development of the EFL curriculum is currently looking at how the courses provided are re-conceptualized by adjusting to current developments and trends, such as the rapid development of technology, so learning is tried to be combined with this technology.

1.1.2 Involvement of all parties

SD emphasizes the importance of curriculum development because the world continues to develop in various sectors. To see these developments clearly, of course, must involve various parties to fulfil the desired changes. As she said:

> "Because the current curriculum is meant to be developed because there are changes in society. The society keeps changing. In the past, there was no Gojek (application), even Gojek (application) was developed. In fact, the last time it was able to send documents with the Gojek (application). Someone else sent an assignment with Gojek (application), that's funny in my opinion. But that's the change in society, the world too. So, as I have said before, the current curriculum is not ideal, yet. It's not ideal yet, so it still needs to be developed. Because we also have demands from the center. It means that we also have to look at the stakeholders. Our stakeholders are the community, parents, and the government, so it definitely needs development."

Furthermore, in the curriculum development process, the involvement of lecturers who teach in PBI majors also occurs to see the suitability of the courses or materials provided to students. FBZ's confession is as follows:

> "The curriculum actually has a process, so all the lecturers first discuss all relevant subjects or not."

In line with that, TZ also noted, like others, that the curriculum is fundamental to continue to be developed regardless of demands from the government with guidelines and regulations issued so that the curriculum can be ideal. TZ revealed:

> "There is always development that adapts to needs. For a while, while I was the head of the study program, we have changed the curriculum twice. The first is in 2017 and the second is in 2020. Well, 2020 is following what the national (government) wants to integrate the KKNI, so we try to change it with the hope that it is in line with expectations. But of course, later if there are changes to the next change, we will definitely make changes again."

On the basis of the perspective stated above regarding curriculum development, typical participants have stated that curriculum development is an obligation that needs to be carried out because of the demands of an increasingly developing era. Apart from the limitations imposed by the government, involving and soliciting opinions from various groups may also be input for creating an ideal curriculum or towards an ideal.

2. **Students' satisfactions of PBI curriculum**

The sample of this study has various responses regarding the current EFL curriculum according to the needs of students. They reveal several things that become points in determining student needs in the EFL curriculum, as presented below.

2.1 Skills and Trend in existing PBI curriculum

2.1.1 Job market

Participants stated that the current EFL curriculum already covered some of the student's needs for the major they were taking. Students' needs in the EFL curriculum are basically met, such as understanding the English being taught. In the view of the lecturer, so far, what is included in the EFL curriculum is in accordance with the times that have developed. As stated by TZ, one of the things covered by the curriculum is looking at the availability of job opportunities. Here the curriculum has adjusted to the skills that students may need for jobs that exist today. The explanation for TZ in detail is as follows:

> "We see what the criteria are needed by the workforce now, the current job market. Today's jobs require people who are multitalented and also capable, at least, digitally capable. Second, don't let our students see that our students don't think they're waiting for a job, such as civil servant programs or all kinds of things. They must be able to create their own jobs. Let's eat for edupreneur. So, we give him a course that he can use later to find a job. We also introduce (offer) Leadership Management courses. What is the point? Yes, so that they can at least later manage themselves or manage their organization. We also have entrepreneurship courses that teach students basic skills in entrepreneurship. Well, that's what we see that according to our study, at least it has caught student needs. But we can't be 100% sure because student needs also vary."

What was said by TZ regarding the scope of the EFL curriculum on the ability to compete in the world of work was also reinforced by SD as follows:

> "We've been trying to accommodate that. So, whatever the curriculum, the courses that we provide for students (students) are oriented to make our graduates experts in the world of English

education. In addition, there are educational courses that prepare students (students) for the job market."

Agree with this need; in the view of students, what the curriculum has been trying to do is quite good based on their primary target, which is more dominant in comprehensive English language learning. ZR said that:

> "If it's for their needs, it's very suitable for us, yes. Because students follow various aspects. And what aspect? Yes, from the English aspect. We follow from grammar 1, 2, 3 and 4 and others."

In addition, there are also needs that are not related to majors or English language learning are included because they are needed, as RS said:

> "In my opinion, it covers the needs of students. All courses presented and taught have met the criteria to become an English Education student. There are many aspects, consisting of 4 English skills. Then there is the addition of vocabulary, pronunciation, there is also an internship and added with general courses. So English students are not only required to know English but also have to know general subjects such as Arabic, Indonesian, Civics, Psychology. So, this already covers the needs of EFL students."

Meanwhile, AH said that students need to learn English education to add courses that match trends, such as technological courses, especially those related to teaching and learning. In addition, it must involve the activities of both lecturers and students. So that teaching and learning are not only theoretical but also practical. As AH emphasized follows:

> "Adding courses related to technology-based teaching methods accompanied by practice, not only lecturers provide direction to students in class, but also student efforts. In my opinion, there are still many courses that need to be improved according to current job needs, as we know that teaching staff have been asked to teach online or teach hybrid. To that end, improve the ability of students to be taught a course related to digital development literacy. There are several courses that must be added to meet current job trends. For example, the integration of technology in learning techniques and the digitalization of the curriculum so that it no longer requires conventional teaching equipment but uses existing devices."

CDR added that the current EFL curriculum includes what students need because everything taught is relevant to one of the targets that a prospective teacher must achieve. CDR said:

> "Yes, I think it covers the needs of students. This is because in general English education students are prepared to become English teachers. So, for that, they must be able to speak English and their skills, and they must understand the science of education and teaching. And in this curriculum, there are both things."

Even so, there are also those who state that the current EFL curriculum cannot be said to have covered the needs of students because it depends on what aspects are seen. As stated by MNM that the learning in this curriculum is not comprehensive, MNM's complete statement on this matter is as follows:

> "For this curriculum, it covers the needs of students, yes, I don't think so. Because there are some aspects that have not met the needs of the students. One of them, we only have one MK Linguistics, namely Introduction to Linguistics. Meanwhile, in Linguistics, there are many and very deep. There should be Linguistics 1, 2 and 3 or Basic Linguistics, Intermediate and Advanced. We know that we study as students of English Education where English has literature or linguistics. We don't know that in the future, many PBI students want to become interpreters or translators, so that it will make it easier for them to understand linguistics because to become such a person, strong linguistics is needed."

In line with what was conveyed by MNM, SM said that the current EFL curriculum did not meet the needs of students because it only focused on one aspect. The following is the SM's explanation:

> "I think there are some students whose needs are not met. This curriculum does not cover all aspects. Does the current curriculum need to be developed and why? In my opinion, it still needs to be developed because of the lack of lessons on the more academic sub-sub-sciences of English. Like linguistics and literature."

2.1.2 ICT and digital capability

As for the existing PBI curriculum, it can be said that it makes students satisfied by covering several trending knowledge, namely ICT learning. The current curriculum has included digital learning in materials in various available courses and even courses that broadly study digital technology. The provision of this course is in line with the needs of the competent world for the development of a world where everything is starting to digitize. As expressed by TZ:

> "Today's jobs require people who are multitalented and also capable, at least, digitally capable. So, that's why we try to include six courses related to ICT in the teaching."

2.2 Challenges in existing PBI curriculum

2.2.1 Flexibility

The fulfilment of what students need in the current curriculum in terms of providing materials or courses shows that the curriculum is quite positive. However, the challenge in the current curriculum is how to implement it. The application of the principle of flexibility in the curriculum is that it must be designed flexibly or flexibly so that when it is implemented, it allows for changes to suit existing conditions which are unpredictable when the curriculum is designed. The expression has followed by ZR:

> "Maybe what can be added is innovation. These students can't be stuck in one education, in one event. For example, in business subjects, what kind of business do you want to develop? If we want to sell oranges, we don't just think we buy oranges and then we sell them. What can we process these oranges into and what can we make

from these preparations. It's called innovation, maybe it's just a little
bit."

The flexibility needed so that it becomes a challenge is how an
understanding of material or courses related to English can be implemented
freely in any field. As stated by SM that English can be used in other
industries; it does not have to be used to teach English. However, it can also
be used in the tourism industry, which requires good communication in
various languages so that the target is also broad and becomes a selling
point for tourism actors. Here is the expression:

> "In my opinion, the best thing to develop now is English for business
> and then English for tourism. After that there is all English that uses or
> is in the guise of looking for business or making money."

Based on what is described above, the PBI curriculum currently has
challenges in its implementation. What is meant here is a challenge for
teachers or lecturers to provide an understanding of what is contained in the
curriculum not only for use in certain professions but can also be used in
other fields due to their flexibility.

2.2.2 Balance between needs and desires

Even though participants said that the existing PBI curriculum already
covered some of the needs of students, curriculum development still had to
be carried out so that students' needs could be more fully met. As for what
students want, it is often irrelevant for them as English education students
who are set to become prospective teachers. However, the challenge is how
the curriculum can balance the material provided so that it does not stray far

from students' personal goals and is able to compete in fields that are still relevant, as stated in the goals of PBI. In the view of one student, as conveyed by CDL, the existence of additional optional courses, such as entrepreneurship courses, as one of the proofs in this curriculum, provides opportunities for students to pursue other fields but is not mandatory, so only students who are interested can choose these courses. The existence of these courses is an example of balancing the needs and desires of English language education students, so this becomes a challenge in the current curriculum, what is mandatory and what is offered as an optional form. The expression is as follows:

> "Although not all students want to become entrepreneurs, they need to have this skill. Suppose that one day after graduating from college they are not accepted to work anywhere because the job opportunities are small and they already have the provisions when studying entrepreneurship on campus, then they can open their own business. For example, they can open tutoring or open translation services and so on. For skills that students need to learn to improve work competence in the future, because they are prospective teachers, it means that they must first have teaching skills. Then they must have English language skills. In addition, they must have the skills to use technology as well as possible, especially to support the teaching process in class. These prospective teachers should be introduced to various technologies, websites and applications that can support learning."

In considering this matter, courses related to teaching, which are in the form of compulsory courses, must be emphasized with reinforcement in terms of pedagogy and linguistic theory so that they do not show themselves to be general teaching staff and show characteristics like English language students, as conveyed by RS:

"The skills are the same, teaching skills. Because we will definitely become a teacher. Then the second is communication skills. Being an English teacher, there must be out there knowing that we(are) capable to speak English fluently. So, everyone has to have teaching skills and then communication skills and knowledge."

Based on what has been described above, the current PBI curriculum has another challenge, namely balancing the needs and desires of students. It is undeniable that students want to try various things, but to make them focus on a certain point and are experts in the field being pursued, it must be able to distinguish which ones should be given and which are not so that in the implementation process this becomes a challenge in the curriculum that must be understood by the lecturers.

B. Discussion

In this section, the researcher discusses the research findings that have been described above. The researcher shows the study results by referring to several previous studies and theories related to this research to complement and strengthen the discussion of the results of this study.

Each participant in this study gave a different answer. Based on the results of data taken from the field, the researcher found that some participants said the existing PBI curriculum was quite good. They say that the existing PBI curriculum has been better developed by covering the shortcomings of the previously implemented curriculum. The curriculum cannot always be ideal because the curriculum must always cover student needs that were not covered in the previous curriculum. Students need change depending on the times and trends. However, pursuing these needs requires continuous evaluation and analysis to

make the curriculum development approach the ideal word. In line with Hamalik (2008), the curriculum is developed with an awareness of the past and the content concerning the present, the curriculum must be able to develop something new based on the improvements that occur and the needs of society on current and future trends, and the curriculum has the duty and responsibility to build students (community) who are sensitive to current situations and conditions and can produce solutive value decisions for progress. So, achieving the ideal curriculum is a curriculum that does not refer to past awareness but also continues to be developed following the needs of students according to the times and trends.

Further, the participants said that the curriculum is not always perfect. The curriculum also has shortcomings that may be beyond their control. The current curriculum has shortcomings, such as what should have been good in the previous curriculum, but this curriculum does not include what is meant as good. There are also courses that are irrelevant or do not become an urgency in the needs of students and become a burden on the credits of the curriculum so that sometimes the consolidation of the skills needed is not optimal.

According to them, these shortcomings make the curriculum not entirely ideal, so evaluations continue to be carried out so that similar things do not happen in future developments. This incident still occurs because the designed curriculum must be under the wishes of the leadership, agenda, or government regulations. Seeing these findings, what is described above follows what was said by Kridel (2010), that the curriculum is generally intended curriculum, which is the overt curriculum that is recognized in policy statements as those which

colleges or other educational institutions, or organizations set Out to accomplish. The intended curriculum is sometimes contrasted with the hidden curriculum (that which is learned from the structural organization of the schooling institution and the society in which it is embedded), the taught curriculum (teachers' explanation of policy intentions or deliberate substitutions for that which is intended), the void curriculum (that which is not stressed), the validated curriculum, and the learned curriculum.

In addition, curriculum development is considered an agenda that must be carried out; it can be remembered that deficiencies in the curriculum are inevitable. However, curriculum development takes a long time because when it is implemented, it cannot be implemented near changes in the previous curriculum. This requires a pause so that the evaluation is maximized and not rash decisions. In addition, curriculum development is influenced by several things, such as the curriculum not only looking at their focus as students of a particular major but also seeing the needs of those who have opportunities and flexibility in the real world. In line with Finch and Crunkilton (1989), in Supatra (2013), grouped the factors of curriculum development into two. The first is internal factors that influence curriculum development from within educational institutions. The second is external factors that influence curriculum development from outside higher education institutions, such as the development of science and technology, community needs, cultural conditions, and government interests.

Moreover, the researcher found that the curriculum must follow the needs of students in an effort to improve students' skills in supporting their activities or

activities. The researcher sees that the majority of students want the PBI curriculum to include in-depth learning to focus on the majors they have, namely deepening English skills as prospective English teachers. So, they hope that curriculum development must prioritize the vision and mission of the department. As stated by Muluk, Habiburrahim, Zulfikar, Orrell, & Mujiburrahman (2019) that curriculum changes at the department level are seen as the first step towards educational empowerment. This will enable schools to serve better the needs of all their stakeholders, such as helping graduates who want to become teachers or other professionals to improve their job prospects.

In addition, several participants said that the needs of students must also be based on the reality of the times, where students want the integration of learning into these developments. For example, there is learning that relates to the use of technology in the teaching and learning process so that learning becomes flexible and exciting. Then, the integration provides opportunities for students to do what is required in the real world. Finally, this gives students a wide choice and view of what kind of world they will be in. The existence of this integration in the curriculum is in line with what was expressed by Barton (2019); an integrated curriculum combines diverse areas of study by crossing subject-matter lines and emphasizing unified principles. Integration aims to connect students, actively engaging in relevant, meaningful activities that are applicable to real life. An integrated curriculum strives to connect classroom theory with practical, real-life knowledge and experiences. Service learning facilitates the practice and experience learning component of an integrated curriculum.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Upon the conclusions of this study, the results were categorized into two points; the EFL curriculum implemented at PBI UIN Ar-Raniry Banda Aceh is categorized as an ideal EFL curriculum, and the EFL curriculum at PBI UIN Ar-Raniry Banda Aceh is able to suffice the needs of students. The EFL curriculum implemented at PBI UIN Ar-Raniry Banda Aceh is categorized as an ideal one. It covers an overview of the current EFL curriculum, its shortcomings, and developments of the current EFL curriculum so that it is considered ideal. Overall, the existing PBI curriculum has followed the needs of students and is in accordance with government regulations or provisions. However, the curriculum cannot be said to be completely ideal. Ideal or not, it still depends on the individual's perspective. Some state that the curriculum is not yet ideal because of shortcomings such as overlapping courses and the focus on the primary material or courses is not fulfilled because the credit provided is limited. There are also those who state that the current curriculum is very good or almost ideal because it covers the needs of today's students.

In addition, student satisfaction with the current PBI curriculum is evidenced by what the curriculum provides. The current EFL curriculum already covers some of students' needs for their majors. The needs of students in the EFL

curriculum are basically met, such as understanding the English language being taught. So far, what has been included in the EFL curriculum has been in accordance with the times. One of the things covered in the curriculum is to look at the availability of jobs. Here the curriculum has been adapted to the skills students may need for the current job. It makes students satisfied by covering some trending knowledge, namely ICT learning. The current curriculum has incorporated digital learning into the material in various courses and even courses broadly studying digital technology. The provision of this course is in line with the world's competent needs for the development of a world where everything is starting to digitize.

Even so, the current curriculum still has challenges, such as how to implement it. The application of the principle of flexibility in the curriculum is that it must be designed flexibly or flexibly so that when implemented, it allows for changes to adapt to existing conditions that cannot be predicted when the curriculum is designed. Curriculum development must still be carried out so that student needs can be fulfilled. As for what students want, it is often irrelevant for them as English education students who are set to become prospective teachers. However, the challenge is how the curriculum can balance the material provided so that it does not stray far from students' personal goals and is able to compete in fields that are still relevant, as stated in the goals of PBI. The existence of additional elective courses, such as entrepreneurship courses, as one of the shreds of evidence in this curriculum, provides opportunities for students to pursue other fields but is not mandatory so that only students who are interested can choose

these courses. These courses are an example of a balance between the needs and desires of English education students, so it becomes a challenge in the current curriculum, what is required and what is offered as an optional form.

In conclusion, the current curriculum is very good because seeing what is contained already includes what students need as prospective teachers according to trends and times, as well as the development of a flexible, competitive world of work. In contrast, the shortcomings of the curriculum are not an obstacle to effective learning. Carried out by students, but what has been disclosed regarding these deficiencies can be considered as evaluation material for future curriculum development.

B. Recommendations

After seeing the conclusion from this study, the researcher would like to recommend several points regarding the PBI curriculum to related parties.

First, the researcher suggests that the principals of the majors should review students' dissatisfaction with the deficiencies that are still present in the current PBI curriculum. Curriculum developers must ensure that the content in the curriculum is in accordance with the needs and times or not. As for future curriculum development, it is recommended to delete or merge similar courses, where these courses are considered redundant because they have the same material and objectives. Maximize the duration for several teacher-related core courses. Aligning learning materials with the development of student manners. Then, curriculum developers should load and include several courses related to

mastery of technology. This is considered important because future undergraduate graduates are expected not only to have foreign language skills but also to master technology well and elaborate in learning based on modern times.

Second, for future researchers, regarding curriculum development, research can be carried out using different frameworks and theories to expand studies on curriculum development. There are many frameworks from other experts that can be used to analyze curriculum development in order to get to the ideal.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-18622/UN.08/FTK/KP.07.6/12/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10	Keputusan Menteri Keuangan Nomor 293.KMK.05.2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12:00:00 AM

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Menunjuk Saudara:

1. Habiburrahim, M. Com., M.S., Ph. D.   Sebagai Pembimbing Pertama
2. Siti Khasinah, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Arif Fadhillah**
NIM	:	**170203096**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**An Ideal of Implemented Speaking Curriculum: PBI Lecturers' View**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 29 Desember 2021
Dekan,

Muslim Razali

Tembusan:
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

INTERVIEW GUIDELINE

Place   : UIN Ar-Raniry

Research's title   : An Ideal of Implemented EFL Curriculum: PBI Lecturers' View

Interviewees   : English Education Department Lecturers of UIN Ar-Raniry

Interviewer   : Arif Fadhillah (the researcher)

1. What do you think about the current PBI curriculum?

2. Is the current curriculum ideal?

3. Does this curriculum cover student needs, how and what aspects?

4. Does the current curriculum still need to be developed, why?

5. What is missing from the current curriculum?

6. What should be done/added in the curriculum to make it ideal?

7. Are there subjects that need to be added up to meet the current employment trends, what are they?

8. Are there skills/applied skills/practical skills that students want to master or to have to enhance the employment opportunity in the future, what are they?

9. Are there subjects that need to be dropped because they are not relevant with the current educational trends as well as the current employment requirement?

AUTOBIOGRAPHY

Full Name   : Arif Fadhillah
Students' Number   : 170203096
Place/Date of Birth   : Lhok Nga, 25-02-1998
Sex   : Male
Religion   : Islam
Nationality/Ethnic   : Indonesia/Acehnese
Marital Status   : Single
Occupation   : Student
Address   : Lhok Nga, Kec. Kutablang Kab. Bireuen
Phone Number   : 085213896923
E-mail   : ariffadhillah25@gmail.com
Parents
    Name of Father   : Rithauddin Ahmad Usman
    Name of Mother   : Maryana M. Saleh
    Father's occupation : Retirement of Private
    Mother's occupation : Tailor
Educational Background
    Elementary School   : SDN 3 Percontohan Peusangan (2004-2010)
    Junior High School   : SMPN 1 Peusangan (2010-2013)
    Senior High School   : SMAN 1 Bireuen (2013-2016)
    University   : PBI UIN Ar-Raniry (2017-2022)