EXPLORING GENERIC SKILLS IN THE CURRICULUM OF ENGLISH LANGUAGE EDUCATION DEPARTMENT

THESIS

Submitted by

<u>MAULIDIA</u>

NIM. 180203062

Student of Faculty of Education and Teacher Training

Department of English Language Education

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

BANDA ACEH

2022/1443 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements fot The Degree
Bachelor of Education in English Language Teaching

by:

MAULIDIA
NIM. 180203062

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

Approved by :

Main Supervisor,   Co-Supervisor

Prof. Dr. T. Zulfikar, M.Ed.   Habiburrahim, M.Com., M.S., Ph.D.

Date :   20 / 07 / 2022   Date :   04 / 07 / 2022

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday, 27 July 2022
28 Dzulhijjah 1443 H

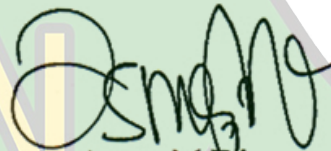In Darussalam, Banda Aceh

Board of Examiner,

Chair,

Syarifah Dahliana, M.Ag., M.Ed. Ph.D.

Secretary,

Asma, M.Ed.

Member,

Habiburrahim, M.Com., M.S., Ph.D.

Member,

Prof. Dr. Muhammad AR, M.Ed.

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

Dr. Muslim Razali, S.H., M.Ag
NIP. 195903091989031001

SURAT PERNYATAN KEASLIAN

(*Declaration of Originality*)

Saya yang bertanda tangan di bawah ini:

Nama	: Maulidia
NIM	: 180203062
Tempat/tanggal lahir	: Banda Aceh / 31 Juli 2000
Alamat	: Drien Rampak, Meulaboh, Aceh
Barat	

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Exploring Generic Skills in The Curriculum of English Language

Education Deparetment

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, 13 Juli 2022
Saya yang membuat surat pernyataan,

Maulidia

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

(In the name of Allah the most Gracious the most Merciful)

All praise is due to Allah SWT, the most forgiving and powerful being, who created the world for all creatures. The reason the researcher was able to complete her thesis is because Allah SWT continually blessed her while she was writing it and helped her deal with these things . Furthermore, peace and blessings be upon our beloved Prophet Muhammad SAW and His companions, who created Islam as a way of keep struggling to spread Islam in this world.

However, this accomplishment would not have been achieved without the support, direction, and encouragement of people and organizations. It is time for the researcher to sincerely thank her supervisors, Prof. Dr. T. Zulfikar, M.Ed. and Habiburrahim, M.Com., M.S., Ph.D., for their guidance throughout the conduct of this research. Additionally, researcher would like to express her sincere gratitude to all of the English education lecturers and staff who helped her as a student at the Department of English Language Education, UIN Ar-Raniry.

Without the loves, prayers, and support of family, this unfinished journey would not be possible. The researcher is grateful to her parents, Ali Basyah who had accompanied until the end of life and Mastuti Aidar who for everything they have done for her. Thank you for all of the love, encouragement, and du'a, as well as for the times when she was unable to reciprocate in any other way. Researcher's

gratitude is also attended to all big families especially for her beloved cousins Meisy Suvianty and Ermayana MR for the support.

The researcher is also quite thankful of her close friends. First of all, she wants to thank Cut Dinda Izzaty Nadhilla, Suci Shara, Rania Anantasia, Bella Attaqy, Wirda Vareza, Sri herliyanti, Intan Wahyuni, and Nazla Khaira for always being there for her in any condition. She also wants to thank all of her friends from the Department of English Language Education who have supported her in finishing this paper. And also to Putro, Cut Dara, Sarah, Ika, Ama, Salsa, and Ocak. They have her sincere gratitude; may Allah bless them all.

Finally, she realizes that despite her best efforts, the thesis is far from perfect; as a result, constructive criticism and recommendations from readers and other stakeholders are much valued in order to further enhance this thesis. She also really hopes that her thesis will be useful to the readers, assist the teaching and learning process, and enable readers to gain more insight into generic skills-development.

Banda Aceh, July 19th 2022
Penulis,

Maulidia

ii

ABSTRACT

This study aims to find out what are students' opinion about the English Education Department's current curriculum contents and what are the generic skills that the students want to learn in the English Education Department curriculum. The study employed qualitative methods, the researcher utilized a semi-structured interview technique to collect data with 9 questions arranged for 10 eighth-semester students majoring in English Education, Ar-Raniry State Islamic University. The results of the study indicate that there are two perceptions regarding the current English Education curriculum. Almost all students agree that the current English Education curriculum is not effective due to the many courses being renamed and also the four English skills being combined into one course. Then, the lack of practice in the classroom and the field so that learning does not run optimally. In addition, there are various kinds of generic skills that students want to learn in the English Education curriculum, namely Translation, Business, Communication skills, Teaching skills, ICT, Problem-solving, and Leadership and Management. All these generic skills are used as the main capital for every university graduate to enter the world of work.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background of Study

Generic skills refer to generic attributes, core competencies, or key skills used in discussions related to life in society, education, and work-life (Virtanen & Tynjala, 2018). Suleman (2018) stated that employers, as well as the government, have put pressure on higher education institutions to carry out generic skills development. Even higher education in Australia has a framework of educational standards that requires outcomes for generic skills to be defined and measured (Harper & Vered, 2017).

Rahman et al. (2011) identified six dimensions of competences on which higher education providers should focus: 1) communication and teamwork, 2) critical thinking and scientific approach, 3) lifelong learning and information management, 4) managerial and entrepreneurial skills, 5) social skills and responsibilities, and 6) professionalism, values, ethics, and attitudes. Then, a review of previous research relating to workers' generic skills in a variety of settings has been completed. There were ten generic talents identified: 1) basic skills, 2) teamwork skills, 3) thinking skills, 4) problem-solving skills, 5) personal qualities, 6) technical skills, 7) information management skills, 8) business skills, 9) leadership potential, and 10) lifelong learning skills. According to Hughes and Sheen (2012), generic skills such as critical thinking, communication, and teamwork are vital for the development of a students' character and have evolved across the field of

educational reform. The result of employers' interview in Malaysia also revealed that there is a consistent and shared notion that graduates should possess these core talents (Hardiyanto & Ibrahim, 2013).

A curriculum is a program and a set of plans that are used as a guide in an educational activity to achieve a goal. The curriculum consists of several aspects. According to Mulenga (2018) states these elements are (1) goals and objectives, (2) content or subject, (3) learning experiences, and (4) evaluation. These four aspects are stated as pillars of the curriculum. The function of the curriculum in the educational process is as a means of measuring the implementation of educational activities. Students are dynamic social beings whom they can change. Therefore, the curriculum must also be adapted to the times and also the needs of students. The updated EFL curriculum includes key competencies, rationale statements, suggestions for testing and evaluation, techniques in language assessment, as well as exercises and learning outcomes to be achieved at the end of the course for each class (Agcam & Babanoglu, 2020).

The English curriculum in Indonesian higher education currently has many progress both in teaching methods and in the subjects taught. The purpose of the curriculum is to produce graduates who are Islamic, superior, competitive, and professional as well as qualified who have broad insight and have a noble character so that they can make a positive contribution to society and other institutions. Fahimirad et al. (2019) stated that higher education cannot only be planned to bring benefits to the community's economy but

must also develop individuals in achieving skills that can improve society and are related to work. Besides that, students often realize the importance of generic competencies after they graduate from college. In addition, the importance of generic skills is also recognized by employers because these skills have a job-related nature. Even in jobs within the government sector, some expectations are high in generic skills development and graduates must prove these competencies so they can become good citizens (Fahimirad et al., 2019). However, the number of updates from each course that is omitted, added and also combined causes differences of opinion among students who have different interests and skills. Academics can provide students with various opportunities to learn, so it is necessary to pay attention to the design of the undergraduate curriculum to support the development of generic skills through various kinds of learning both inside and outside the classroom and extracurricular activities (Cheng et al., 2018).

However, currently many universities especially Islamic universities, have included generic skills as part of the objectives of implementing education (Chan & Luk, 2013). In research from Virtanen and Tynjala (2018) generic skills are also referred to as core competencies or key skills that are significantly used in conversation in society, work-life, and education. Students who have graduated from a higher education institution need generic skills and adequate skills so that they can enter the competitive world of work (Muluk et al., 2018). Therefore, generic skills are very important because they become one of the students' assets in the workforce. For lifelong learning and

work In the future, resources that facilitate skills development in higher education compared to academic knowledge development will be lacking (Chan et al., 2017).

Nghia (2017) in his research shows that business universities use generic skill development in a variety of activities. In general, they viewed the implementation of generic skills as a means of preparing pupils for work. Soft skills subjects were also regularly designed to teach students university learning methods, communication, presentation, teamwork, problem-solving, CV writing, and job interview abilities. Because English and computer skills are deemed "soft skills," they were continued to be taught to students more rigorously. According to a review of the Business Administration program's curriculum, universities saved between 12 and 40 credits out of the 120–140 credits required by the MOET for these general skills development modules. These skills areas were not handled as a co-curriculum, but as part of the Business Administration program's disciplinary curriculum.

In addition to these skills subjects, university officials required or encouraged other teachers to provide additional training to generic skills students in specialized subjects. They also plan extracurricular events to provide pupils with additional opportunities to build general skills. Faculty should encourage their students' development of communication, information technology, numeracy, learning how to learn, problem solving, teamwork, subject-specific abilities, and overall generic skills. Graduates are expected to be able to understand and analyze work circumstances critically, as well as

use their generic talents to succeed in their careers, please their employers, and contribute to their country. Due to the dearth of communication skills practice among undergraduate students, this is especially critical (Hardiyanto & Ibrahim, 2013).

According to Chan and Fong (2018), engineering students' self-rating of their IT skills proficiency is rather low when compared to their self-rating of other competencies. Information technology skills, which go beyond Microsoft Office and web publishing, are an important aspect of engineering students' academic talents. IT abilities in business are significantly less technical and typically comprise the ability to use software and programs to complete business-related tasks. Accountants, for example, are required to have IT abilities such as the ability to use mobile devices, data analysis tools, and cloud programs such as Oracle.

Rahman et al. (2011) in their research revealed that students lacked leadership qualities, which should be cultivated during their postsecondary education. As a result, steps should be done to identify present curriculum flaws that should be addressed in order to provide a more rich learning environment in which students can develop their leadership skills. Another generic skill that is undervalued is entrepreneurial ability, which is critical in today's competitive environment. Entrepreneurial abilities are defined as the capacity to seek out and uncover new opportunities, as well as the willingness to take risks and the eagerness to try out new methods or ideas.

In order to participate in the tough world of work, a person must have high dexterity, as well as a variety of abilities and experiences such as leadership skills, planning and decision-making, time management, critical and creative thinking (Zainal et al., 2012). Most businesses today are concerned with generic skills that graduates should master in order to be able to perform an effective job when they first enter the workforce. As a result, graduates who meet these requirements will have an edge in getting hired. Employers are seeking for not only technical skills, but also generic skills.hen hiring for technical jobs. But, in reality the study's findings show that, on average, students' generic skills are relatively high and should be improved in order for them to compete in the global economy. Individuals who master general skills will be better able to function in work later on. As a result, educational institutions should take more steps to ensure that their graduates have the necessary skills before entering the labor market (Rahman et al., 2011).

B. Research Questions

1. What are the students' opinions about the English Education Department's current curriculum contents?

2. What are the generic skills that the students want to learn in the English Education Department curriculum?

C. Research Aims

1. To find out what are students' opinion about the English Education Department's current curriculum contents.

2. To find out what are the generic skills that the students want to learn in the English Education Department curriculum.

D. Significance of the Study

The researcher expects generic skills to be one of the prioritized skills in the English curriculum so that students can develop their skills and become the main capital after graduating from college and entering the world of work. This research is also expected to provide information and insight regarding the implementation of the current curriculum so that it can be a guide for teachers in determining learning methods and media according to the needs of students in developing their skills.

E. Research Terminologies

1. Generic skills

Fischer and Hanze (2019) states generic skills are skills that are embedded in various occupations and also the context of someone's life. In order for pupils to succeed and enhance their quality at a higher level or in the workplace, generic skills are also necessary (Herianto & Wilujeng, 2020).

Jaaskela et al. (2016) in his research stated that the term generic skills refer to competencies that must be developed and also provided by an educational institution regardless of certain fields so that they can be used in various jobs. Examples of such skills are scientific and critical thinking, communication skills, social skills, problem-solving skills, and project work skills. The term 'transferable skills' means that these skills can be transferred from one context or field to another or are largely tied to the context of the field itself. So generic skills are general abilities that must be instilled in a person as the main capital in carrying out work in any desired field.

2. English Language Education

Ardi (2012) explains that English Language Education is a program that provides practical training to prospective teachers, and a further understanding of the principles of teaching a language and provides them with up-to-date information on recent classroom teaching practices.

Then Doff (2018) in her book writes that English Language Education (ELE) is a discipline that deals with the investigation of the what, who, how, and why of teaching and learning English as a second language. From a cross-language perspective, academic disciplines see this phenomenon as Foreign Language Education (FLE). Meanwhile, the definition of teaching English in the Collins dictionary (2021) is the theory of learning and the practice of teaching English for the benefit of people who use English, not as their first language. So English language

education is an educational program in an institution that provides theory and practice about teaching and learning English as a foreign language that must be mastered with the methods and facilities available.

3. English Language Education curriculum

The Indiana Department of Education (2010) states that curriculum is an interaction that students have planned with instructional content, resources, materials, and processes to Evaluate the achievement of educational goals. The curriculum is all selected, integrative, organized, evaluative, and innovative learning experiences that are given to each student consciously or not under the authority of an educational institution to achieve learning outcomes that have been determined as a result of maturation, growth, and learning to be utilized as well as possible for life (Mulenga, 2018).

The English curriculum must be developed in the implementation of the national education system in a broader cultural, social and political context. The curriculum should aim to facilitate the development of skills or potential of students whose characteristics must be considered in the selection of its design. (Madya, 2007).

CHAPTER II

LITERATURE REVIEW

A. Generic Skills

Generic skills are skills that require a longer period of mastery than their dependent skills (subject area) and can be applied in a variety of subjects (Singh, 2015). This understanding is also described by Canning (2013) who explains that generic skills are different from basic skills and can be identified and measured at different levels of ability. Although these skills will change over time, they will continue to be identified through working with others, work-based communication practices, problem-solving, numeracy, and information technology.

Hardiyanto and Suyatno (2015) in their study grouped generic skills into seven types, namely communication skills, numeracy, information technology skills, learning how to learn, problem-solving skills, working with others, and subject-specific competencies.

Communication skills are needed by students to convey their ideas as individuals and group members to generate decisions, good negotiations, and solutions. These skills refer to the ability to listen actively, oral communication, writing skills, presentations, and the skills of questioning and successful feedback. Numeracy is defined as a collection of skills, beliefs, knowledge, thinking patterns, and related problem-solving processes that individuals need to interpret and deal effectively with quantitative situations and problems in the real world. Information Technology skills are a person's

ability to use technology such as computers, databases, software applications, and other technologies in achieving academic goals. The use of technology in teaching is also used by teachers and students to carry out the educational process. Learning how to learn is to acquire the knowledge and skills needed effectively and efficiently in any learning situation so that these competencies are considered important for the concept of learning.

Problem-solving skills are the individual's ability to solve a problem systematically by finding solutions and learning from the process. Working with others is the ability to work together in pairs or groups and fulfill responsibilities to achieve goals. Learning to be a member of a team is one of the best skills in the world of work. Skills as a team member will affect students' ability to deal with any situation and generate new ideas on the job. Subject Specific Competencies are defined as the abilities, knowledge, and dispositions needed to provide information and organize studies that are appropriate and related to the content of the subjects being taught (Hadiyanto & Suyatno, 2015). Every graduate must know certain subjects in their field and must understand well how to relate one discipline to other disciplines and its application in the real world.

Generic skills can be developed within universities or disciplines that serve students with more complex needs (Williams, 2019). Besides that, Hardiyanto and Suyatno (2015) suggest that generic skill development can be developed well by facilitating students by allowing them to apply practically, rather than just talking or demonstrating what to do.

These general skills have been an element of education policy and practice in the UK for over 30 years (Huddleston & Stanley, 2012). This generic skill has various benefits so it is considered important by many people. this is also stated by Singh (2015), generic skills can make a person confident, able to gain new knowledge and information, interact and socialize, remain competitive and be able to adapt according to the demands of the workplace.

Anicic and Buselic (2020) in their study stated that generic skills are also called work skills and usually consist of communication skills, self-management, teamwork, and problem-solving. The development of generic skills is increasingly important in higher education is facing a work environment that is increasingly networked, digital, and changing the educational paradigm. They further say that generic skills have a high position in higher education reform in Europe. This is realized through projects and the selection of key competencies that can detect and identify different generic student competencies for each different field of study. Then Hadiyanto and Ibrahim (2013) stated that the teaching approach is not by presentation or lecture anymore and explaining the theory. The learning process must be centered on the students themselves. Students should also understand that communication, numeracy, IT, problem-solving, collaboration, and discipline-based skills developed at the university, are at an average level. In Indonesia, Hardiyanto and Suratno (2015) states that employers place generic communication skills as the highest skill for

graduate employees, followed by honesty and integrity, working in groups, interpersonal skills, moral values, motivation, organizational skills, IT skills, and Cumulative Grade Point Average (CGPA).

Muluk et al. (2019) explained that generic graduate abilities are skills that must be mastered by each individual when they carry out the undergraduate education process. These skills include the capacity to manage various problems in the workplace such as planning, setting goals, solving problems, analyzing information, developing ideas, and using technology to support the growth of an institution. Meanwhile, in the context of social life, generic skills also include active participation in society, obeying the law, and respecting others. In addition, the research also shows that students' understanding, acquisition, and mastery of religious values are also important in the context of Islamic higher education.

Sarkar et al. (2019) in their study stated that science graduates at several universities in universities valued generic skills more than subject knowledge by identifying an imbalance between skills development and use after graduation. Science graduates in Australia also state that generic skills are used more in the workplace than discipline-specific knowledge and skills. This is also supported by a statement put forward by Coates (2015) that general skills have been emphasized in the comparison of education and assessment systems to improve the quality of teaching and learning systems and graduate outcomes.

Okolie (2019) in his study in one of the universities in Nigeria stated that the lack of generic skills is one of the main factors for increasing unemployment in a country. Then this statement is strengthened again by the findings of Pitan (2017) who states that the main cause of unemployment for university graduates in Nigeria is not only the lack of work but also the lack of general skills they have.

B. Curriculum in General

The term 'curriculum' comes from the Greek word "curare" which means "to run a course". The curriculum has varied definitions and this variation is due to the position or approach of scholars or the philosophical basis or understanding of the world in general.

In general, the definition of curriculum is expressed through a narrow to broad focus. The narrow focus of the curriculum as a discipline plan or program of study. But in a broader sense, the curriculum is considered as everything that happens in the process of planning, teaching, and learning in educational institutions (Tinsae, 2016).

Su (2012) in her study states that the concept of the curriculum is divided into five, namely the curriculum as a set of learning objectives, the curriculum as a course of study, the curriculum as a learning plan, the curriculum as a document, and also the curriculum as a learning experience. This statement has similarities with the statement of Lenburg (2011) in which in his research he also explains the concept of a curriculum which consists of

five concepts, namely curriculum as content, curriculum as a learning experience, curriculum as a learning goal, curriculum as an instruction plan, and curriculum as an approach. These two explanations also have a relationship with Tinsae's (2016) statement which explains that the notion of the curriculum is a combination of philosophical perspectives, teacher learning experiences, instructional methodologies, and learning outcomes obtained, both expected and not in learning institutions.

Another researcher Liu (2017) states about Bobbit's curriculum theory that the curriculum is a series of things that must be understood and done by children and adolescents through the process of developing the ability to do all the good things that can shape the affairs of adult life, and be mature in every way. This statement is also consistent with the statement of Wen Su (2012) which states that the curriculum is one of the main focuses in the field of education. The curriculum term refers to what students will learn or in other words what the teacher will teach and how well the results will be obtained.

Basically, at the academic level, the objectives of curriculum development must be adjusted to the mission and vision of the educational institution. Academics must understand the educational values held by the community where the educational institution is built and require an understanding of the mission and vision of an institution. In this regard, the academic community must ensure that curriculum development adheres

appropriate values resulting from the state mission and vision of the institution, student needs, and also work orientation (Habiburrahim, 2018).

C. **English Education Curriculum**

The English Language Education curriculum as a whole or a system with components that are interconnected with a wider context so that it can be implemented simultaneously and openly (Sola et al., 2017). Then Perez et al. (2019) in their research on the characteristics of the EFL curriculum in the Colombian explained that in 2016, the English Language Education curriculum was recognized as a key element of the teaching and learning process of English in Colombia. The curriculum document includes guidelines for teachers and parents, Local Education Authorities (LEA), a detailed English syllabus based on a class order chart, some pedagogical recommendations, and assessments as well as a set of Basic Learning Rights (BLR) that lead to the right basic knowledge owned by a student. It has been defined as flexible and adaptable to make it useful for different types of schools, teachers, students, and society in the country.

However, this contradicts the statement of Herazo (2012) who in their research stated that in 2005, the national English language policy had been issued and formalized through the National Program for Bilingualism (PNB). This program was created to educate citizens who can communicate in English with international standards and involve a series of thoughts such as improving teachers' language skills and updating teaching practices, learning

foreign languages with national standards, testing students' abilities in English, and accreditation of an institution.

Meanwhile, in Indonesia, the English Language Education curriculum is a continuation of the English curriculum which was started to be implemented in junior high schools. Misdi (2017) in his study explains that English language learning has been implemented since 1954 in schools with the old curriculum using the Grammar Translation Method (GTM) approach. Then from 1968-to 1975, English began to be taught using the Audio Lingual (ALM) method. Then English developed and was known as a good foreign language and was also considered important in Indonesia. Therefore, English teaching methods continue to develop, as explained by Mattarima and Hamdan (2011) that various training was held to introduce the Oral Approach (OA) as a new method of learning English. OA is considered a natural method of mastering English because students can practice as much as possible with this method, while English teachers use the Silent Way (SW) method to make it easier for students to learn English. And finally English became a compulsory subject for students to study for three years in junior high school and three years in senior high school.

English Language Education curriculum at junior high school consists of language components such as vocabulary, pronunciation, grammar, and other components which are taught. Although it looks difficult because there are differences between Indonesian and English. Besides that, text-based learning with the intention that the teacher will facilitate students in dealing

with types of English texts because students can gain factual, procedural, and conceptual knowledge through reading, speaking, listening, and writing activities. Another reason that underlies the use of texts in learning is to respect religious and social values in an interaction with the community (Sari & Wardani, 2018).

Furthermore, Kirkgoz (2021) in his research aimed to identify English teachers' views about the values of the English Education curriculum. He stated that values play a very important role in the learning process, including English as a foreign language. There are ten key values in the English Language Education curriculum document that must be transferred to EFL students in line with learning, namely friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism, and altruism. However, the Turkish Ministry of National Education (2018) states that these values cannot be used as a separate entity. These values should be linked to the themes and topics of the syllabus. In addition, the teacher must consider the psychological and sociological level, as well as the age of the students in choosing the visuals, characters, and texts that will be used in the teaching process.

According to Sulaiman (2015), EFL students can be more motivated in learning English because the curriculum pays attention to their local sources which are referred to as place-based education. Place-based education is defined as an educational approach in a particular context or improvement of procedures in which the local environment is used as a context in the learning

process. Teachers need to be able to adapt and embrace more place-based educational theories, goals, and practices that are integrated into the curriculum.

In the academic guidebook that explains the English education curriculum at an Islamic university in Indonesia for the 2018/2019 academic year, it states that the English curriculum has the vision to create an excellent, islamic, innovative, and professional study program and upholds local wisdom. The first objective of the curriculum is to produce alumni who are superior, islamic, innovative, competitive, and professional. Second, produce quality research. Third, make a positive contribution to society. Fourth, support the tri dharma activities of higher education. And can establish good cooperation and build networks with other institutions. Therefore, it is expected to be able to produce English language teachers, translators, and interpreters, as well as entrepreneurs who have high competence and high insight, and noble character (Ibrahim et al., 2018).

Based on the academic manual by Ibrahim et al. (2018) in the 2018 English education curriculum, there are 150 credits with 70 courses consisting of 13 optional courses that give students the freedom to choose courses according to their interests. Of all these courses, several courses relate to the needs of students to explore their generic skills, for example in communication skills, the English education curriculum provides courses ranging from basic and intermediate speaking, vocabulary and pronunciation, grammar and communication and is followed by courses English presentation

skills and also public speaking. However, in developing communication skills, students not only learn how to speak properly and correctly but also ethics in speaking which must also be the center of attention. Therefore, the courses related to morals and ethics still have to be developed due to the lack of courses related to morality and even only serve as optional courses. Various universities in Indonesia, especially in Aceh as one of the majority Islamic regions, the Department of English Education as part of islamic education institutions plays an important role in meeting the need to provide excellent knowledge of English education and a strong foundation of islamic knowledge for students studying in the department. In achieving this, there must be some serious consideration by all departmental stakeholders, that the curriculum is a part of. The curriculum of this department must be able to equip students and produce graduates who have satisfactory islamic values so that they can become good Muslim citizens (Habiburrahim, 2018).

In addition, but information technology skills are also one of the most needed generic skills. Kozlova and Pikhart (2021) stated that exploring the era of technology will make students more adaptable and produce graduates who have a competitive advantage. Graduates of a university must be flexible in acquiring skills and be prepared to change jobs. And every company has a high demand for employees who are proficient in processing technology. Ibrahim et al. (2018) explained that in the current English Education curriculum there are several courses related to technology such as Computer

Assisted Language Learning, Instructional Media, and Translation Tools and Projects.

The English education curriculum also provides certain courses related to certain competencies, such as in the business field, there are two optional courses, namely English for Business and Introduction to Entrepreneurship. Furthermore, in the translation section, several courses must be followed by students such as Translation and Interpretation Studies and several optional courses, namely media translation, translation tools, and Issues in Literacy and Cultural Translation. Then in the field of language and teacher education which requires students to skip courses in Micro Teaching, English Course Design, English Teaching Methodology, English Language Assessment, Innovation and Creativity in ELT, Educational Sociology, Educational Psychology, and Linguistics. In addition, there are only Basic Mathematics courses as courses related to numeracy skills and several other courses such as Presentation Skills, Cross-Cultural Understanding, Leadership and Management, and PPKPM which can train to work with others and problem-solving skills (Ibrahim et al., 2018).

D. Generic Skills in Higher Education Curriculum

Okolie (2019) stated in his study that one of the main reasons for the barriers to teaching generic skills is the lack of trained academics and professionals. Then the teachers also use traditional methods in teaching so that students just sit and listen to the teacher because most universities align

the curriculum with theory-based learning. Therefore, students will never learn the general skills needed in the world of work.

Sarkar et al. (2019) stated that a comprehensive curriculum design can be an optimal way to identify gaps that occur in the development of generic skills accurately. However, the lack of teaching and assessment of some generic skills can be used as a basis for revising and reviewing the developing curriculum in higher education. So it is important to embed reflection into the assessment can motivate students and support them to shape their generic skills development.

Sidek (2010) conducted a study on an English curriculum in a school in Malaysia, the research was motivated by the lack of literacy skills of EFL students, especially at universities. Curriculum in the form of a coherent instructional framework can be a factor that can affect the preparation of reading the English Languagge for the school level. He further stated in his research that the English language focuses not only on its arrangement but also on the importance of developing a curriculum that is following the framework of language teaching and learning to achieve the goal. In addition, other researchers Han and He (2017) who conducted research in China also stated the same thing that the English curriculum must be reformed and rebuilt based on an analysis of student feedback from the perspective of student needs in the current Chinese English Language Education curriculum system. Boudouaia (2021) explains in his research about curriculum renewal in a school in Algeria that does not provide ICT materials and the

unproductiveness of a training program. ICT material is needed as an important element in the continuity of implementation and is a real change in practice. So if the purpose of curriculum renewal is to make high-quality learning, then teachers must be supported by the various facilities provided. Furthermore, the effectiveness of teacher training also plays a very important role in implementing a good competency curriculum. According to Zulfikar et al. (2020), teachers play a vital role in all educational environments because they influence the level of instruction. This is the same reason why producing qualified students need competent educators.

In another study, Sivesind et al. (2016) stated that curriculum renewal is a product of globalization and or a response to an international demand caused by the construction and use of standard comparisons. Pelaez and Usma (2017) stated that these demands made other countries such as Colombia adjust their language policies and curricula to attract foreign investment. The statement also relates to Agcam and Babanoglu (2020) which explains unique skills such as communication, numeracy, and change and development all over the world. Therefore, other countries cannot ignore these changes and restructure their education systems. So all course curricula including English Education for primary and secondary education are updated taking into account the principles of the related approach.

Agcam and Babanoglu (2020) stated that the revised English Education curriculum includes key competencies, rational statements, testing and evaluation, specific assessment techniques for language skills, and objectives

to be achieved at the end of the lesson. Due to the main focus on communication in the target language, the communicative approach adopted in the foreign language thus makes use of the target language not only as an object of study but also as a means of interacting with other people.

Han and He (2018) conducted a study on how to apply the curriculum in a science and technology institution in China, thus obtaining the results that the English Education curriculum system of science and technology institutions under the tiered teaching model cannot meet the learning needs of EFL students and also future careers. them, due to the non-specific and unclear division of courses, and insufficient course hours. Thus, in this paper, the classification scheme of English teaching is reconstructed initially. So that a new English Language Education curriculum system was designed under a tiered teaching model based on a learning approach that focuses on curriculum design.

Anicic and Buselic (2020) stated in their study that policymakers around the world have incorporated relevant general skills into strategic documents. Therefore, the education and training system must create an appropriate skill composition, by incorporating elements of media literacy, digital and transversal key competencies, and communication in foreign languages. They further explained that in the world of ICT, awareness of the importance of these generic skills was not implemented in curriculum design. Some of the latest curriculum only discuss the importance of soft skills, such as the engineering curriculum and the 2017 information technology

curriculum which only focus on communication and teamwork but are not strong and explicit enough. Therefore, future curriculum related to ICT studies must provide more concrete guidelines on how to incorporate general skills into the curriculum so that soft skills experts are needed in developing future ICT curriculum. Habiburrahim (2015) explained that technology plays a very important role in the success of one's professional development and how technology integration can improve the quality of the educational curriculum. Therefore, the use of technological devices must be related to the essence of education where students can develop their competencies for a better career in the future.

In another study, Hongboontri and Noipinit (2014) stated that students view the curriculum from four things, namely teachers, students, subject matter, and the environment. And most of them agree that teaching English should be fun and focus on real situations and must involve the culture of English-speaking people Furthermore, students also agree that an effective English teacher must have good knowledge of English and language skills, prepare lessons well and be able to motivate a student. Successful teaching also depends on the abilities of the teachers. Skills are learned through training. Since they are not innate behaviors, the only way to improve them is through practices. Teaching ability and classroom management abilities are among the many skills that teachers possess. Teachers should enroll in training programs to help them develop their teaching abilities and manage their classrooms successfully (Zulfikar etal., 2020).

As for redesigning the curriculum in Indonesia, Sari (2018) in his research states that Indonesia can imitate the curriculum in Turkey, namely by considering materials, instructions, and technology and improved assessments to improve the quality of better education in the future. This is based on the English Education curriculum in Indonesia which only focuses on text and language functions and emphasizes authentic assessment.

Muluk et al. (2019) in their research shows that all stakeholders of the English Education program in Islamic higher education in Indonesia have agreed that there are several generic skills as needs that must be included in the curriculum, namely ICT skills, religious knowledge, leadership competencies, entrepreneurial competencies and communication skills that can increase the chances of graduates from the Department of English Education in competing in the job market.

Based on the results of research by Anicic and Buselic (2020) several suggestions have been obtained to be able to develop generic skills in the ICT curriculum, namely, students must work on practical projects and assignments with collaborative methods that demonstrate their readiness to actively contribute to future ICT education. Another suggestion is that students should take up the real environment internship process early and they should do a lot of practice during their studies. in addition, to improved learning methods, online collaborative activities, and distributed software development courses.

E. **Generic Skills in Islamic Perspective**

Ahmad (2012) states that globally, generic skills are identified as an important issue where various types of organizations and companies require teams with versatile and dynamic human resources so that they can adapt quickly to meet demands and challenges in the world of work. Therefore, Allah SWT has made humans His caliph in utilizing and exploring nature by providing instructions and guidance for human development in the Qur'an. In the Qur'an, some verses explain cooperation, communication procedures, open learning systems, problem-solving, and the development of character and behavior. All these teachings are not only applied in daily life and social activities but also in organizations and the world of work. Besides that, the Qur'an also shows the importance of trust and skills as important aspects that Muslims must possess to become good workers (Ahmad, 2020).

In the Islamic perspective, human actions such as skilled knowledge must be conceptually and intellectually clear and based on sincere intentions. In the Islamic world, it implies that values and principles, virtues, and human competence are interrelated and cannot be separated. Based on the 1945 Constitution, national education has the aim of forming good and true students and fearing God Almighty, having noble character, and being competent and knowledgeable in a superior civilization (Musnandar, 2020). Islam as a perfect religion guides every human activity, not only providing rules governing human relations with God but also providing guidelines for human behavior concerning other humans (Chaudry, 2006).

In the Qur'an, it is stated that there are four basic virtues in forming good behavior including soft skills for Muslims. These kills are certainly needed to improve the learning process as well as the national education system. By applying skills that are by the teachings of the Qur'an and Sunnah, Muslims can get an achievement by combining ability and obedience to Islamic teachings in life. In Islam, Muslims must give the best performance in the world but must also prioritize their intentions in achieving happiness in the hereafter with the Al-Quran and Sunnah as the main inspiration (Musnandar, 2020).

Ahmad (2020) explained in his study that the word 'communication' in the Qur'an has many meanings. As Muslims, we are not allowed to fabricate something to please someone or exaggerate the information we get. And also we must be sincere, honest, responsible, impartial, and accurate in conveying all information. Then an effective way of communicating is to provide direction that makes the listener take the right action. This can be a warning or motivation and advice that can influence someone. In addition, Islam also teaches to communicate using soft and pleasant words if a Muslim has to refuse or is unable to help others and a Muslim must be able to adjust to talking to others by humbling himself when he has to talk to older people. Furthermore, the command of the Qur'an is also to be kind and gentle in a debate so that enmity between one another will turn into friendship.

Then, from an Islamic perspective, it also explains how we can develop and apply effective teamwork skills. To start good teamwork, two things are

needed for deep mutual understanding among Muslims. The first is "Ta'aruf" or knowing each other. It brings people closer and builds respect for one another. Besides that, someone can get to know each other's hobbies, backgrounds, customs, and cultures. Allah SWT has created humans into nations and tribes with different qualities, so that respect, sincerity, love, and sympathy are needed for Muslims. The second is "Tafahum" namely mutual understanding. When each member of the team understands their goals, objectives, and tasks, they can come up with ideas and act accordingly. This makes them have an attitude of shared responsibility and cooperation (Ahmad, 2020).

In addition to teamwork, problem-solving skills are also included in generic skills. In the Qur'an, there are several methods used to solve problems, namely past reflection, demonstration, observation, and asking questions. Then open learning system skills which provide opportunities to improve skills, knowledge, and intellectual and personal growth, so that they can choose subjects and institutions that match their ability to learn. This opportunity will benefit the community in improving its performance. From an Islamic perspective, an open learning system can be found in the revelation of the Qur'an which was revealed to the Prophet SAW in stages, not all at once. Because humans prefer to learn little by little to have a good understanding of their knowledge.

Andin et al. (2014) stated that thinking skills can be connected to certain strategies to solve a problem or decision-making. When we make a

decision or solve a problem, we must think creatively as well as critically. All these features of thought are technically similar to the concepts of thought emphasized in the Qur'an. Thinking is the noblest human trait. The Qur'an has explained that humans have had a gift that other creatures do not have, namely being given the power to think. The Qur'an places great emphasis on the ability to think in recognizing Allah as the sole Creator of all things. Therefore, in recognizing His signs, humans are required to think critically with deep reasoning abilities because these signs cannot only be captured by the human senses. In the 21st century, thinking skills are also needed by workers to compete successfully. In the industrial era, today's technological advances require skilled workers who can think critically and face complex challenges intelligently. Thinking is obligatory in Islam. There are three basic elements of Islamic thought, the first is "Tafakkur" which is self-reflection, then "Al-Yaqin" which means verification of knowledge to achieve truth, and "Al-Adl" which upholds objectivity in decision making. Muslim parents and teachers are obliged to teach their children thinking skills to develop a generation that works for Allah (Andin et al., 2014).

Furthermore, the Qur'an has also explained that one of the potentials that must exist in a person is the ability to become a leader and produce effective leadership. A leader is meant to work in a way that Allah and His Messenger want. Namely with responsibility, and trust. So that the leader is one of the most important elements in a group or organization. Assertiveness is the most important characteristic of leadership and is best exemplified by

the Prophets. In the context of Islam, leadership is guiding an organization towards achievement with shared goals and satisfaction. In an Islamic perspective, a true leader must be able to be a role model for his subordinates, have firmness, reliability, honesty, selflessness, loyalty to the organization, humility, enthusiasm, moderation, and fairness are important attributes that must be possessed by someone as an organizational leader or group. So they will be able to handle or solve problems and make effective decisions. In addition, they must also have good emotional intelligence, courage and strong determination, foresight, and consistency in doing good.

This attribute is also applied based on the experience and life of the Prophets (Jamil, 2015). Currently, schools in Indonesia do not yet have sufficient understanding and ability on how to improve noble character through the development of student skills. Besides that, many environmental aspects affect students. The education system that is developing in Indonesia is also inseparable from informal education through family, religious institutions, and the social environment that also influences it. So in developing the curriculum, the educational institution must consider these aspects. In human life, the aspect of morality is an important aspect to be developed. Leaders who have bad traits will be people who are blamed and not trusted by the public. A great leader is a leader who has a successful background in academics, but if he behaves badly in terms of social morality, then it will make the public unable to accept his actions because people who

live in developed countries will always uphold noble behavior (Musnandar, 2020).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is the structure of the research and the "glue" between all elements in a project, in other words, it can also be defined as a work plan for proposed research. Research design is also referred to as an arrangement in the process of collecting and analyzing data with a particular method to combine research objectives with procedures and relevance (Islamia, 2016).

Based on research questions, the approach in this study is qualitative research. This qualitative method focuses on collecting data with open communication so that the results obtained are also descriptive. Ahmad et al. (2019) stated qualitative research is a natural process of inquiry to seek an in-depth understanding of a social phenomenon and focus on the "why" statement rather than the "what" of the phenomenon experienced directly by humans.

B. Research Participants

All of the research participants are referred to as the population. Bhandari (2020) states a population is an entire group that you want to study or draw conclusions from. The populations in this study were all eighth-semester students majoring in English education.

Meanwhile, the sample is a certain group for which data collection will be carried out, the sample has a size or number that is smaller than the total

populations (Bhandari, 2020). The researcher used purposeful sampling in this study. Patton (2015) states purposeful sampling is a technique widely used in qualitative research to identify information-rich cases for the effective use of limited resources. This technique selects and identifies individuals or groups of individuals who have special knowledge or experience with an interesting phenomenon (Palinkas et al., 2013).

The researcher also determined several provisions in the selection of samples to conduct this research. First, the research sample is students majoring in English Education at the Ar-Raniry State Islamic University, Banda Aceh. Second, the sample is eighth-semester students of the English Education Department because the eighth-semester students had taken almost all courses in the English education study program. And third, the sample is students who achieved a GPA of 3.5 and above, so they are expected to be able to give the best answers. Therefore, the researcher chose ten students consisting of five female students and five male students from the English Education Department.
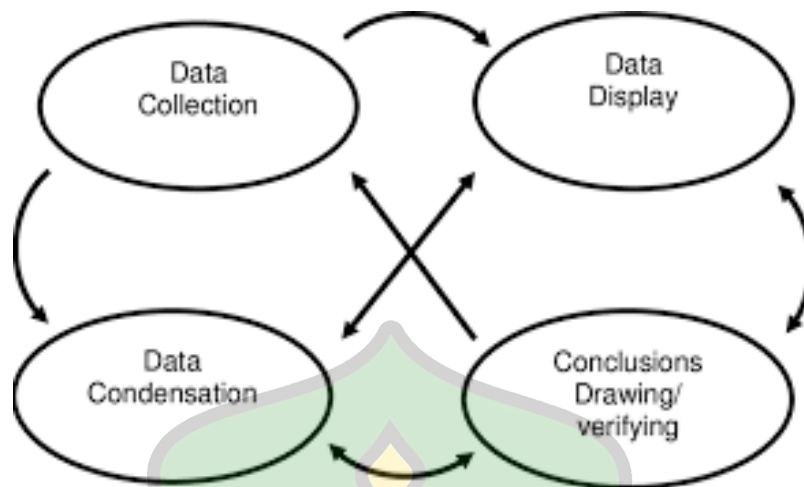
C. Data Collection

In this study, the data collection method used was the interview. Philipps and Mrowczynski (2019) stated interviews as a data collection tool to deepen their understanding of how people perceive and behave in their social environments. This study uses semi-structured interviews for approximately 20 minutes to obtain information. According to Longhurst

(2009), a semi-structured interview is conversations in which the interviewer uses questions to try to get information from the subject. Interviews are conducted directly while complying with health protocols. In this semi-structured interview, the researcher has prepared a series of questions related to the information to be obtained in this interview. The researcher prepared nine formal questions about the current English curriculum and what skills do they want to learn in this major.

D. Data Analysis

The data analysis used in this research is qualitative. The approach taken by the researcher to analyze the data is Thematic Analysis. Boyatziz (1998) explains that thematic analysis is a way to identify patterns that are patterned in a particular phenomenon. This theme will be identified and coded from raw qualitative data, such as biographies, interview transcripts, video recordings, and so on inductively or deductively based on theory or the results of previous research. In this study, the data obtained from the interviews were transcribed and analyzed thematically.

The researcher analyzed the data in this study using an interactive analysis model with several steps following the theory of Miles, Huberman, and Saldana (2014) through three steps, namely data condensation, data display, and verification or conclusion. The data analysis components of the interactive model are described according to the following chart:

Source : (Miles et al., 2014)

The data condensation process is the activity of selecting, focusing, simplifying, and transforming the data contained in the field or from interview transcripts so that the data that has been collected can be filtered again. The next process is the presentation of data or data display, namely some information arranged in the form of a description of words, making graphs or matrices or in the form of the narrative text so that it will be easier to understand and draw conclusions. The last process is verification or concluding, namely concluding the analysis that has been done and checking again based on the evidence found in the field (Miles & Huberman, 2014).

1. Data condensation

According to Miles et al. (2014), the data condensation process has the meaning of simplifying, selecting, abstracting, focusing, or changing data that emerges from various empirical materials such as written field notes, interview transcripts, and documents so that this condensation process will

make the data stronger. This data condensation process occurs through several processes in which data analysis begins with listening to the recording and transcribing it into text. Then this text can be summarized and simplified away from the raw events. Next is the data coding process, Saldana (2016) defines code as a short phrase that symbolically gives salient, summative attributes, or captures the essence of some language-based data or visual data. Coding also allows researchers to extract the most important material, to further condense large chunks into easy-to-analyze units, and put together chunks of data that work together.

Then the next process is to determine the pattern or theme by forming categories. In this process, the pieces of meaning that have been coded are melted down and reconfigured to see if there are similarities between one code and another and rule out weaker ones to provide a better empirical basis. so that the similarity of the code obtained will be combined into a single theme or category so that we can see how the components are interconnected. although sometimes it doesn't bring up an overarching theme because each code looks almost different. In this case, we must return to the research question to recall what is important and review the fragments that contain the codes (Miles et al., 2014).

2. Data display

According to Miles et al. (2014), data display is a collection of information that has been organized and compressed so that it is possible to draw conclusions and take action. The researcher present the data in the form

of a brief description in the form of documents that have been categorized so that they can be easily understood.

3. Drawing Conclusion/Verification

The researcher conclude by the formulation of the problem that has been stated. The described data are concluded more generally. And in the verification process, the researcher use triangulation techniques to test the validity of the data. Triangulation is a way of getting findings by hearing or seeing many examples from different sources using different methods and by squaring findings with other findings (Miles et al., 2014).

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The results of this study are based on interview data obtained from ten eighth-semester students majoring in English Education at an Islamic university in Indonesia. Participants provided answers based on their opinions of the nine questions asked about the English curriculum and also the generic skills they wanted to master. The ten participants were marked by Student 1, Student 2, Student 3, Student 4, Student 5, Student 6, Student 7, Student 8, Student 9, and Student 10.

In this study, researcher carried out several processes such as transcript interviews, coding based on the results of the interview, and then grouping each answer in a theme. The raw data that the researcher obtained from the field used Indonesian, then the researcher translated the data into English. After carrying out the process, the researcher got several findings on two main points based on the research questions. The results are shown below:

1. Students' opinion about the current English Education Department curriculum

Based on the interview results, the participants acknowledged that the current English curriculum is not effective and lack of practice in terms of the course and the learning process that takes place.

a. Ineffective

Based on the answers from ten participants, all of them gave the same answer but with different reasons, such as the subject being renamed and four skill courses being combined into one subject based on level.

1) Changing course names in the curriculum

The results show that students feel confused about the courses being renamed to become more common. As student-9 said "I did not experience the curriculum change, but from several cases of my friends repeating courses, I saw them having difficulty and confusion about whether this was a new course or the same course as before."[YA]

Student-3 also had the same reason:

> I think the current curriculum is a little confusing because the omitted and combined course will be confusion, especially for advanced semester students like me who have not had time to take the previous arises whether this course is the same as the previous course or is it a new course in the curriculum.[SF]

Furthermore, student-8 also stated the same thing that "In my opinion, if many courses are changed, it is better because the more specific courses are replaced with more general ones. However, because it is too general, the main goal is not achieved, so it becomes less effective."[KA]

The change in the name of the course makes most students confused, especially those who want to repeat or have not taken the course before so they will question whether the course is new in the

curriculum or an old course. Besides that, but changing the name of the course also changes the content of the course indirectly, either in more detail or more generally.

2) Four skill courses were combined into one subject.

Based on the results obtained, all participants expressed negative comments about the change in the four courses being combined into one. The previous curriculum was better than the current one. This is an opinion expressed by more than one student. They saw this by changing the name of the course by combining four skills into one course and studying it simultaneously. This will make it difficult for students to learn these skills at one time and find it difficult to see how far they are progressing in each skill.This was conveyed by student-1:

> Honestly, I prefer the previous curriculum where we learned that English consists of four skills, now we can learn these four skills gradually and in-depth, starting from basic, intermediate, to advanced. But now that we know that all these English skills are combined, it becomes difficult when all four skills are learned at the same time, maybe the credits are added but it will be burdensome for students. So we as students can feel whether this skill has improved or not. [RA]

The combination of four skills in one course also makes students unable to focus on exploring the material in each skill. Of course, their focus will be divided on other skills and this will make the material they want to learn also not get optimally. As student-2 also explained:

> If what is being taught now, from my point of view, many courses are committed or combined so that we are less focused and not focused on one course. So it is hard for us to tell the difference between them. For example, we want to learn listening skills so we can focus on listening only. Then

the lecturer must also be confused about how to teach it because the four skills must be in four credits. [PA]

The ineffectiveness of courses consisting of four combined skills is also seen in the limited time students have. One skill with two credits also does not guarantee that every student will get optimal learning, especially if the four skills must be learned with a total of four credits in each meeting. This of course will further limit the learning that is obtained in class. As student-5 conveyed a statement:

> If now all skills are combined it is not optimal. In the past, when all the skills were separated, we did not get full knowledge and we were not too intense in learning in class. Especially now that we only get less with a limited time.[FA]

In addition, student-6 also gave the same response that "I think the current curriculum is a bit confusing because, among these four language skills, such as speaking classes are directly combined with other skills and not like the previous curriculum where reading, writing on one skill."H]

In addition, the combination of these four skills also causes boredom for students where they have to spend four credits to learn four skills with different levels of difficulty. So boredom will also reduce students' motivation in learning these skills. This is also supported by student-7 that "So if they were combined, it would be a little difficult for students because I have also heard that the credits were also enlarged so that it would cause boredom for students, so I do not think it is effective."[AM]

Furthermore, the combination of these skills makes students not learn each skill optimally and some of them also feel that they do not get learning in developing these skills. While every skill learned is very important for them in the future. As student-10 gave her opinion:

> If I see that the accreditation of the department has decreased, it seems that the curriculum is no longer effective. It seems that the combined skill courses should be separated again, and like writing courses, they are no longer specialized and this is like we study in private, which changes the material every day. Then once a classmate asked me Where did I learn writing because they are confused that there are no courses that specifically discuss writing.[PZ]

Based on the explanation above, many students feel that merging four courses into one is very ineffective because it can make students unfocused so that the learning obtained is not optimal, and have difficulty studying them at the same time, then the increased number of credits will create boredom for students in studying them.

b. Lack of practice

Based on the findings, the majority of the participants explained that morality was lacking in religious subjects, which prevented people from applying moral principles to their daily lives. Besides that, the participants said that the Pedagogy or education courses provided are good enough, but some lecturers only provide theory without practice.

Based on interview data, most participants said that their purpose in continuing their education at Islamic universities besides wanting to deepen special insights but also wanting to deepen religious knowledge. However, the religious courses applied are still lacking, because there are

no courses that specifically discuss morals in the current curriculum, and also the practice is not optimal. We know that morality is one of the big problems in every sphere of a person's life. This is explained by student-6 that "It seems that in the previous curriculum there was Ilmu Akhlak course, but not completely because it was an optional course. So in my opinion it is an obligation, not an optional course because morality is very important."[H]

Most of the students stated that there were no courses related to morals so there was no implementation or practice of good morals. While morality is one of the most important foundations in living life. And morals cannot be separated from our lives, because whatever our work and what we become in the future, good communication and morals will be needed. As student-3 also said:

> I think it will be added if possible so that students can have more noble character because morality is needed to interact with other people. Moreover, my interest is in the business field which requires skills in communication so that in communication we need good and right morals and ethics. And in the previous curriculum there was also Ilmu Akhlak course, it just so why should it be abolished because the course is important, especially for students.[SF]

Furthermore, student-5 also gave the same explanation:

> In the Qur'an and Hadith courses focus on theory, while in practice, such as morality and etiquette, they are still not discussed and are not studied at UIN itself. so it has to be added like someone's etiquette especially lecturers must complain about the manners of their students but on campus and the department itself is not taught about it.[FA]

Within institution itself, lecturers are always concerned about a person's character or ethics. However, in terms of the curriculum that applies at the institution, it also does not prioritize courses related to morals. Not only that, some lecturers who teach religious subjects also do not apply or discuss the application of morals in detail, some of them only focus on the theory of these courses in general. Regarding the less than optimal application, student-4 was also conveyed:

> Religion subject is good in theory. But when it comes to implementation, it seems that all humans have problems with that, especially students who are still unstable or are still in transition. Maybe the basics are okay, but when the implementation is still lacking, it is like how to maintain good manners with lecturers.[DP]

The lack of practice from each theory makes students not understand the discussion to the fullest. Most lecturers only provide a theory that is discussed with friends and then presented. Methodically, the learning is very good so that every student can study material in detail. However, theory complemented by practice will certainly give very influential results for students in absorbing knowledge and not easily forgetting what they have learned. In addition, student-9 also gave the explanation:

> I think that since the first semester we have been taught religious sciences, it is good. But the problem is its application in the classroom. Because of what I have learned from the religious courses that I have taken, most of them divide into groups, then make papers, and make presentations.[YA]

Then, student-2 also stated the same thing that "And for the other courses, it is good, it is just that the implementation or practice is not optimal."[PA]

Actually, in terms of providing pedagogical and special courses, it is quite good, it is just that each lecturer has different standards in teaching. Even in the same course, you will get different learning from different lecturers. So that also makes some lecturers only teach theory without any practice. Meanwhile, other lecturers have different standards so that they prioritize practice rather than theory. As student-4 stated:

> In general, the courses are quite good, but each lecturer has different standards. One lecturer can give this syllabus, and another lecturer to give another syllabus. Then they only focus on the theory, not the practice, many presentations, so hopefully more optimized in practice, because when we work every company or institution wants the theory to be applied.[DP]

Then, student-5 also gave a similar response:

> Although not all of them want to become teachers, the basic principle is that teachers are trained to become teachers, but regardless of what they want to be, it depends on each individual. And classroom learning is optimal but it also depends on the lecturer. Because I have not got the details of what education is like, whereas when I asked other friends they were more intense in education and practice.[FA]

In addition, because this department is a major in English Education, basic knowledge in teaching has been obtained in this curriculum. However, this also comes back to the lecturer who teaches. Some lecturers only explain the basic things, but some other lecturers develop the basic theory by providing optimal practice. As student-2 also argued:

As for the courses, you do not have to add them because the courses are already good, but what is lacking is part of the practice. For example, there is a Course Design subject where we learn to design lesson plans but the source only focuses on the lecturer so we do not know how many types of lesson plans there are, so it is more practical.[PA]

Then, student-3 also gave the same opinion that"In my opinion, these educational courses are good enough, it is just that the practice is lacking because to educate us as teachers it would be better if we emphasize the practice to face our work as a teacher."[SF]

Besides that, student-7 argued:

In my curriculum, there was no internship. So we did not go to school to learn how to make lesson plans or educational syllabus even though there is a Course Design subject. Based on my experience, no one goes directly into the field. So we did not know how to make lesson plans, so when PPL and Micro Teaching made lesson plans we were confused.[AM]

One form of lack of practice also occurs in pedagogy courses. Students should have mastered how to make lesson plans and also various learning tools in internship courses one and two such as Course Design courses. But, how is the theory implemented properly so that there is no confusion when the student does direct practice in the field. Because this will also hinder students in developing their teaching skills. It is also explained by student-4 that "People may have first, second, and third internships. Meanwhile, for first and second internship, we are only stuck in the farthest class, such as observations on second internship, and in the third internship we just go to school."DP]

Then, student-8 stated:

> It is just that different lecturers have different ways of teaching. For example, in one class, the learning objectives are achieved such as being able to make lesson plans, instruments, and so on. But in other classes, they do not understand and are required to make without any explanation. So it also depends on the application.[KA]

Furthermore, student-9 explained:

> For pedagogical courses such as Course Design, I get lecturers who understand their fields and I get full guidance in this class and the exams given also trigger us to understand more. However, there are several cases of my friends who did not get full knowledge and only based on theory because there were some lecturers who only gave theory.[YA]

Based on the results above, the course provided is adequate, it is just that the practice and implementation of theory in some classes are still lacking due to the different capacities of each lecturer, such as the absence of direct internships to schools to learning of making lesson plans is following the applicable curriculum. However, the courses in a curriculum must also be followed by practice and implementation in the classroom therefore that the standards and learning objectives that have been prepared can be achieved.

2. Generic skills they want to learn in the English Education curriculum

Based on the answers from ten participants, all of them have a great interest in the English Education Department and consider that it is a flexible department so they have various answers regarding generic skills and what they want to study in the English curriculum. There are seven generic skills that the English Education Department students want to study when they are studying at this department: Translation, Business,

Communication skills, Teaching skills, ICT, Problem-solving, and Leadership and Management.

a. Translation

The Department of English Education is a department that is not only focused on the field of teaching and education. This department provides opportunities for students to hone and develop their skills in other fields. One of them is being a translator. As student-1 stated:

> Talking outside of education because it is called English education, but outside the realm of education, PBI also teaches about business and translation, so it seems that PBI students are not only made to be teachers or lecturers. But it can also be in various realms or fields later. But two things make me interested, namely in terms of education because I am interested in this field, then in the field of translation and that is my interest.[RA]

English education students have different skills and interests. Therefore, they consider that the English Education Department has broad job prospects, both in the field of education and in other fields such as translation and tourism. So that foreign languages can be the main capital in entering the field. As student-7 also argued that "So as we know most of the students who choose this major do not all want to become teachers because their job prospects are wider. Some want to become translators or tour guides."[AM]

Translation and culture are important elements that every student majoring in foreign languages must learn. One of the advantages is that we

can find out what the cultural context of the language we are learning is now. Because in studying linguistics, we not only understand the structure and language but also the cultural context, especially when we interact with foreigners. And student-4 argued:

> The translation and culture sections are very important because when we interact with other people, we are not only learning the language but also the culture. And one more thing there is a special specification that discusses the law also a little.[DP]

Furthermore, student-8 stated:

> A lot of courses. Moreover, this is a teacher's department so things related to education, then the basics of English. Everything has been covered, such as translation already exists. However, in parts such as translation, we must also understand the field of literature, for example. So it's better if there is a path I'm sure there will be fans.[KA]

Based on the data above, it can be concluded that translation is one of the skills that are very much wanted to be studied and developed in the English Education Department and is expected to be studied optimally in the curriculum.

b. Business

In addition to translation, the ability to do business is also one of the skills that are very popular with English Education students. Not only that, but some of them also want to explore the field of tourism and are not interested in becoming a teacher. As student-2 added:

In my opinion, although we are based on education, I also want to learn the use of English in other fields such as business, and tourism, and not only focus on teachers so that other people who want to become teachers can also hone their skills at PBI.[PA]

Most students want to use English as capital in developing their interests and facing the world of work in the future. Likewise, with business, they hope that the business will be able to advance even to the international level so in addition to having good business skills, we must have good language and communication skills. As student-3 explained:

So I expect that English can help me in dealing with my world of work later and even if I do not become a teacher I can open a business that goes international possible and English skills are needed. Based on my interest which is all about business, for example, how is the basics of business, then what is the expertise in running a business.[SF]

Then student-9 also added:

Of course because I feel that my passion is in the field of teaching and I already have previous teaching experience. But what I hope here is that I can go abroad, be able to communicate with many people, and be able to use my English for my future career. And one thing I want to learn is English for Business.[YA]

Therefore, lthough some students want to become teachers in the future, they also have interests in other fields. One of them is the ability to do business. So that even though they later become teachers, they can use these business skills to support future success.

c. Communication skills

In addition, the ability to communicate is also one that you want to learn. This skill is very important for someone to have in dealing with the world of work, whether they become a teacher or not, the ability to communicate is also one of the main considerations in the world of work. As student-5 said:

> For myself, what I want to learn is speaking because I like public speaking because public speaking will be useful everywhere and I do not have to be a teacher. Even though being a teacher will also be very useful, whether it is for villages or in the office, public speaking is the first skill seen. But in this department, it is not only speaking but how to communicate with other people.[FA]

Furthermore, In studying communication skills, we as students can know how to communicate and interact with other people. For example, when we become a teacher, we must know how to interact and establish communication with students and with other teachers. And if we deal with older people at work, we already can communicate politely and respectfully with them. This was also agreed by student-6:

> Because communication skills are how we talk to the people we are dealing with. When we face students, how is our language towards them? And when we face adults, how do we talk. Of course, these are two different things, especially now that we know what our future job prospects will be.[H]

Therefore, learning and developing communication and public speaking skills is very important in supporting one's career in the future. It

is also one of the core abilities that a person must have in entering the world of work. Especially jobs related to speaking skills such as interpreters, tourism, and others.Student-7 also stated the same thing that "In my opinion, the skills that must be taught at PBI are how to have good public speaking, and how to communicate with other people because there may also be students who want to become interpreters."[AM]

d. Teaching skills

Because the Department of English Education is a teacher training department. Therefore, not a few of the participants explained the importance of learning teaching skills. As student-2 explained:

> The most important thing is the ability to speak and the ability to teach. Because we are tarbiyah, so we want to seek more knowledge in the field of teaching and it does not have to be a teacher, the important thing is that she can teach something new with good public speaking.[PA]

Besides that, student-6 also said:

> What I want to get is of course because PBI is education-based, so what I want to get first is how to become a good teacher. Because this major is basic education, so how to teach well using English. Then how to deal with students in class, make lesson plans, and teach well through micro-teaching courses. [H]

As a teacher, we not only can teach well in the classroom. But also must have the ability to manage class conditions, deal with students, make lesson plans and various other class devices and also overcome various

problems with students in class. So that it can be said to be a good and competent teacher in their field. And student-7 explained:

> What I want to learn is because I focus on becoming a teacher, I want to learn how to become a good English teacher regardless of other English skills or knowledge learned at PBI. But my main focus is on how to be a good teacher, have good communication, manage a good class, and all things related to teaching.[AM]

e. Problem-solving

Some participants also explained problem-solving skills which is considered generic skills that are important to learn. As student-1 explained "And also problem-solving which is also needed for everyone because later we will enter the world of work respectively."[RA]

Then student-6 argued "Then what I want to get is self-development, and problem-solving skills so that we know how to solve problems in the world of work. And another one is a skill in the ICT field."[H]

Furthermore, student-8 also said "Then also problem-solving to solve problems in the world of work, whether in the world of education or not. That's what we have to learn while we study here."[KA]

Besides that, student-9 also satetd the same thing that "Those skills are teamwork, problem-solving, and public speaking."[YA]

In addition, student-10 also argued:

> I think problem-solving skills is a must, and I see lecturers also help us in honing this skills, for example, we are told to look for business ideas, and also tourism who asks us how we can improve the economy in Aceh with tourism itself.[PZ]

Therefore, problem-solving skills are one of the core abilities that a person must have by thinking critically and solving problems both in the personal scope and in the work environment so that they can make the best decisions.

f. ICT

Then also ICT, because technology is very important whether we become teachers or not we cannot be separated from technology. As student-1 stated:

> Because nowadays, everything is using a system and it is structured systematically. So with the existence of technology as an alternative or tool that facilitates human work we are sure that in the future technology will develop further and every individual who enters the world of work certainly needs to master the technology itself. Even though later we work from home or just become housewives, technology is still important.[RA]

Furthermore, In today's era, technology plays a very important role in our lives. Technology is one of the important elements that cannot be separated in human life. The world of work today needs people who can operate technology such as computers and various software ranging from Microsoft Word as a basic thing to other software. So that IT skills are no longer a special skill but have become one of the basic skills that must be possessed by someone in preparing themselves to enter the world of work. As student-2 added:

> Then expertise in the field of technology is very important nowadays and the need for workers who master the field of ICT is also increasing in demand. Nowadays, everything is using technology, and in my opinion, ICT is no longer an advanced skills that only certain people have but has become a basic skills that everyone must have if they want to keep up with world developments. And even those who are experts in the field of ICT are still having a hard time finding work, especially those who do not master the field.[SF]

Moreover, in the field of teaching itself, technology is also a very important tool as a medium in classroom learning in the form of innovations which are expected to be one of the media to increase student learning motivation. In addition, technology is also needed as a supporting tool for teachers in completing learning tools such as the process of making lesson plans and also syllabus. And also student-3 argued:

> For example, when applying for a job we are required to have the ability to operate Ms. Excel, Office Word, PowerPoint, etc. For someone in the teaching profession Himself, Ability in the ICT Field is very important because it will assist teachers in completing their obligations in administrative matters, such as managing learning tools such as lesson plans, Syllabus, Educational Calendars, and others.[SF]

Furthermore, technology is present as one of the most influential tools in human life. Everything that is done is based on technology. In an increasingly competitive world of work, IT skills are one of the basic skills that every employee must have to support success in their careers. Not everyone can operate technology, even though he has good skills in other fields. However, someone who masters IT skills will be one step ahead in competing in the world of work. Student-7 also said:

Then, the ability in the field of ICT is also very necessary as a basic ability in the field of work. If we are not able to master technology, even basic things, then we will not be able to compete in the world of work, we will be left behind and unable to keep up with the times. Even though we have good skills, but do not have basic ICT skills, the skills we have will be less needed in the world of work because we do not have ICT supporting abilities.[AM]

Besides that, technology also plays a very important role when the number of Covid-19 in Indonesia in particular increases. At that time all types of online-based access to health and education to reduce face-to-face activities. And that's when students especially challenge themselves to use technology even when studying. So, students who are used to using technology will have no difficulty in adapting to these conditions. However, for some students, it will make it difficult for them to carry out the learning process. Therefore IT skills are very important to be mastered by every student. As student-8 explained:

In addition, the ability to master technology is also very important to master considering that we now live in an era where technology is very much attached to our daily lives. Even some time ago when the pandemic hit, we were required to carry out limited physical activity and replaced it with online-based activities, both in terms of education and even daily activities such as shopping. So mastery of technology is very necessary for every student.[KA]

And student-9 also argued:

Then the ability to master technology. Because even though we are not teachers, we are in the age of technology where everything we do is technology. So even though we are not

teachers, when we need knowledge, everything is supported by technology so that we can keep up with the times.[YA]

g. Leadership and Management

Then, some participants also explained other generic skills, namely leadership, and management. As student-10 stated "Besides that, management is also because here English can not only be a teacher but can also lead to other fields of work."[PZ]

Furthermore, student-5 argued "Of course Leadership, then self-development as well because on campus we are also taught how to be a leader with group work and other things in the class itself."[FA]

Student-4 also stated the same thing:

> It is more about basic things that we can develop for future careers, although they are not very related, they are basic skills that we must have in the world of work and are more directed to soft skills. Besides that, critical thinking is how we problem solves a problem, how we face the world of work, as well as management skills.[DP]

Based on the answers above, the generic skills that the students want to learn are Communication Skills, ICT Skills, Problem Solving Skills, Leadership and Management skills, Business Skills, Translation skills, and also as an education major must study teaching skills.

B. **Discussion**

In this section, the researcher presents a discussion based on the research findings. Based on the results of the interviews, the researchers found the generic skills that each participant wanted to learn in the English Education curriculum. The first research question is "How are students' opinions about the current English Education curriculum contents?" After the interview data were analyzed, all participants gave the same opinion for several reasons. The results of the study indicate that the current English Education curriculum is not effective both in terms of courses and also in its implementation in the classroom. There are several courses whose names have been changed so it makes students confused. In connection with this, Agcam and Babanoglu (2020) stated that the Revised English Language Education Curriculum Includes Key Competencies, Rational Statements, Testing and Evaluation, Specific Assessment Techniques for Language Skills, and Objectives to Be Achieved at the End of the Lesson. In addition, skills courses are combined and studied simultaneously, and also special and religious courses are considered still lacking and not good enough in terms of practice, especially courses related to someone's morals to provide results that are not optimal for students. In connection with this, Habiburrahim (2018) states that the curriculum of the department must be able to equip students and produce graduates who have satisfactory Islamic values so that they can become good Muslim citizens. Furthermore, Sulaiman (2015) argued that teachers need to be able to adapt and embrace more place-based educational

theories, goals, and practices that are integrated into the curriculum. Therefore, Han and He (2017) explained in their research that the English curriculum must be reformed and rebuilt based on an analysis of student feedback from the perspective of student needs in the current English Language Education curriculum. Furthermore, Wen Su (2012) stated that the curriculum is one of the main focuses in the field of education. The term curriculum refers to what students will learn or in other words what the teacher will teach and how well the results will be obtained.

Then, the second research question is "What generic skills that the students want to learn in the English Education curriculum?". Based on the research results obtained, there are various kinds of generic skills and also special skills that you want to learn in the English Education curriculum. The most important thing that each participant wants to learn is communication skills which are considered very important when they enter the world of work. Therefore, Hardiyanto and Suyatno (2015) state that communication skills are needed by students to convey their ideas as individuals and group members to generate decisions, good negotiations, and solutions. These skills refer to the ability to listen actively, oral communication, writing skills, presentations, and the skills of questioning and successful feedback. Then the next generic skills to be mastered is ICT (information and communication technology). In connection with that, Habiburrahim (2015) explained that technology plays a very important role in the success of someone's professional development and how technology integration can improve the

quality of the educational curriculum. Therefore, the use of technological devices must be related to the essence of education where students can develop their competencies for a better career and future. Besides that, Boudouaia (2021) argues that ICT material is needed as an important element in the continuity of implementation and is a real change in practice. So if the purpose of curriculum renewal is to make high-quality learning, then teachers must be supported by the various facilities provided. Then problem-solving skills are also one of the generic skills that are very influential for students who will graduate and enter the world of work. This was revealed by Hardiyanto and Ibrahim (2013) that the faculty should encourage their students' development of communication, information technology, numeracy, learning how to learn, problem-solving, teamwork, subject-specific abilities, and overall generic skills. Graduates are expected to be able to understand and analyze work circumstances critically, as well as use their generic talents to succeed in their careers, please their employers, and contribute to their country.

Furthermore, generic skills that are no less important and must be mastered when someone enters the workforce are leadership and management skills, this is agreed by Zainal et al. (2012), to participate in the tough world of work, a person must have high dexterity, as well as a variety of abilities and experiences such as leadership skills, planning, and decision-making, time management, critical and creative thinking. In line with that, Muluk et al. (2019) in their research show that all stakeholders of the English

Education program in Islamic higher education in Indonesia have agreed that there are several generic skills as neeleaeds that must be included in the curriculum, namely ICT skills, religious knowledge, leadership competencies, entrepreneurial competencies and communication skills that can increase the chances of graduates from the Department of Education. English Education in competing in the job market. Even in Islam, these generic skills have been recognized as skills that play an important role in the life of a Muslim. In this regard, Ahmad (2020) said in the Qur'an, that some verses explain cooperation, communication procedures, open learning systems, problem-solving, and the development of character and behavior. All these teachings are not only applied in daily life and social activities but also organizations and the world of work. Furthermore, the Qur'an also shows the importance of trust and skills as important aspects that Muslims must possess to become good workers.

In addition, participants also revealed special skills that must also be possessed by those who have a high interest in this field. These skills are in the field of business, translation, and also as a student in the field of teaching who also wants to learn about teaching skills. In this regard, Ibrahim et al. (2018) argued, it is expected to be able to produce English language teachers, translators, and interpreters, as well as entrepreneurs who have high competence and high insight, and noble character. Furthermore, Hongboontri and Noipinit (2014) explained that teaching English should be fun and focus on real situations, and must involve the culture of English-speaking people.

Furthermore, students also agree that an effective English teacher must have good knowledge of English and language skills, prepare lessons well and be able to motivate a student. Based on all participants, it can be concluded that the current English Education curriculum must be updated to suit the needs of students in learning the generic skills or the specific skills they want.

CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This research has discussed the generic skills of the English language curriculum in Indonesian Islamic higher education. Based on the research results and discussion in the previous chapter, the researcher concludes several points. First, the current English Education curriculum is still considered ineffective in meeting the needs of students in studying and developing their generic skills. this is caused by several factors such as inadequate courses and courses that are already quite good but in terms of practice, it is still not optimal. So that it is also one of the obstacles for students to hone their language skills and also develop the generic skills they want to learn.

Furthermore, each student has different interests in developing their skills. Starting from generic skills such as communication skills, problem-solving skills, information and communication technology, leadership and management as well as special skills in certain fields such as business, translation, and teaching. Generic skills are important skills and must be learned by every individual as their main capital in entering the competitive world of work. These skills can be used by every graduate of English Education if they do not become a teacher or lecturer they can use these skills in various other fields. Therefore, every university, especially every

curriculum, must be able to adapt and meet the needs of students in building and developing their generic skills.

B. Recommendations

Based on the research findings, the researcher will give some recommendations to curriculum designers and also teachers or lecturers. Researchers expect that curriculum designers can determine courses that are needed by students, such as morals courses and other special courses. Then, lecturers can improve professionalism in teaching and implementing a theory in class or the field. So that a course in the curriculum can run well and meet the needs of students in the classroom. In addition, the researcher hopes that future researchers can examine more deeply generic skills with other methods such as questionnaires and experiments.
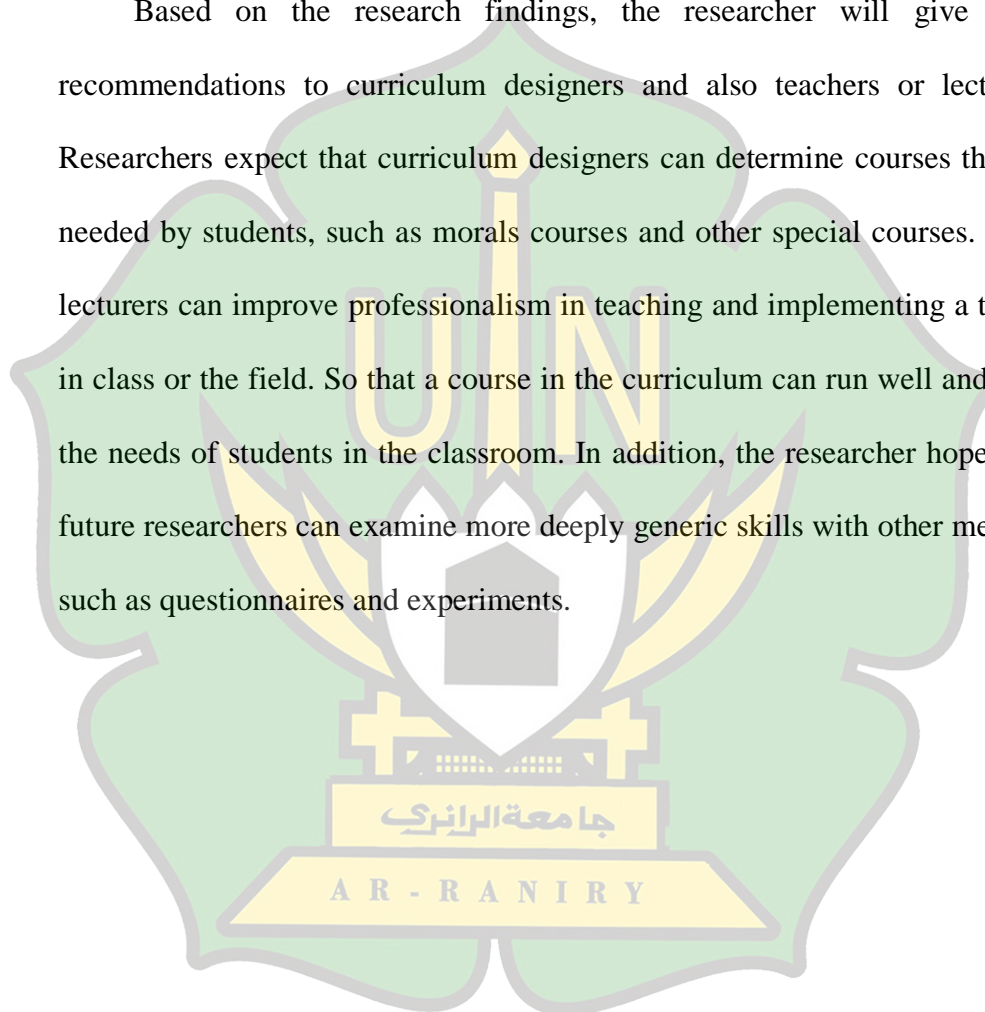
REFERENCES

Agcam, R., & Babanoglu, M.P. (2020). Evaluation of the learning outcomes in the revised EFL curriculum: A research on outcome verbs. *International Journal of Curriculum and Instruction, 12(1),* 127–142.

Ahmad, S. (2012). Generic skills from qur'anic perspective. *International Journal of Islamic Thought*, *1*(1), 43–53. https://doi.org/10.24035/ijit.01.2012.006

Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A., & Farheen, Z. (2019). Qualitative v/s. quantitative research- A summarized review. *Journal of Evidence-Based Medicine and Healthcare*, *6*(43), 2828–2832. https://doi.org/10.18410/jebmh/2019/587

Andin, C., Ambotang, A. S., & Mosin, M. (2014). Teaching thinking skills in teacher education. *International Journal of Educational Studies*, *8*(1), 31–44.

Anicic, K. P., & Buselic, V. (2021). Importance of generic skills of ICT graduates—employers, teaching staff, and students perspective. *IEEE Transactions on Education*, *64*(3), 245–252. https://doi.org/10.1109/te.2020.3034958

Ardi, H. (2012). internet-based activities in developing students' english skills. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, *6*(1), 26. https://doi.org/10.24036/ld.v6i1.7397

Bhandari, P. (2020, June 12). What is quantitative research? Definition, uses & methods. Scribbr. https://www.scribbr.com/methodology/quantitative-research

Boudouaia, A. (2021). English as a foreign language teachers' perspectives on new curriculum reform at Algerian middle schools. *International Journal of Curriculum and Instruction*, *13*(2), 1194–1208.

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. sage.

Canning, R. (2013). Rethinking generic skills. *European Journal for Research on the Education and Learning of Adults*, *4*(2), 129–138. https://doi.org/10.3384/rela.2000-7426.rela9012

Chan, C. K. Y., & Fong, E. T. Y. (2018). Disciplinary differences and implications for the development of generic skills: A study of engineering and business students' perceptions of generic skills. *European Journal of Engineering Education*, *43*(6), 927–949. https://doi.org/10.1080/03043797.2018.1462766

Cheng, M. W., Lee, K. K., & Chan, C. K. Y. (2018). Generic skills development in discipline-specific courses in higher education: A systematic literature review. *Curriculum and Teaching*, *33*(2), 47–65. https://doi.org/10.7459/ct/33.2.04

Coates, H. (2015). Assessment of learning outcomes. In A. Curaj & M. R. Pricopie (Eds.), The european higher education area (pp. 399-413). Springer.

Doff, S. (2018). English language teaching and english language education-history and methods. In Surkamp, C., Viebrock, B. (Eds.), *Teaching English as a foreign language* (pp.1–16). J.B. Metzler, Stuttgart. https://doi.org/10.1007/978-3-476-04480-8_1

Fahimirad, M., Nair, P. K., Kotamjani, S. S., Mahdinezhad, M., & Feng, J. B. (2019). Integration and development of employability skills into Malaysian higher education context: Review of the literature. *International Journal of Higher Education*, *8*(6), 26-35. https://doi.org/10.5430/ijhe.v8n6p26

Fischer, E., & Hänze, M. (2019). Back from "guide on the side" to "sage on the stage"? Effects of teacher-guided and student-activating teaching methods on student learning in higher education. *International Journal of Educational Research*, *95*, 26–35. https://doi.org/10.1016/j.ijer.2019.03.001

Habiburrahim, H. (2015). The internet and ICT: Opportunities or threats to the education world? *Jounal of Language, Education, and Humanities*, *3*(1), 1-8. https://doi.org/10.22373/ej.v3i1.533

Habiburrahim, H. (2018). A Review of the department of English language education curriculum development. *Journal of Language, Education, and Humanities*, *6*(1), 1-18. https://doi.org/10.22373/ej.v6i1.3529

Hadiyanto, & Ibrahim, M. S. B. (2013). Students' generic skills at the national university of Malaysia and the national university of Indonesia. *Procedia - Social and Behavioral Sciences*, *83*, 71–82. https://doi.org/10.1016/j.sbspro.2013.06.015

Hardiyanto, H., & Suyatno, S. (2015). The Practices of students' generic skills among economics students at the national university of Indonesia. *Higher Education Studies*, *5*(2), 52-61. https://doi.org/10.5539/hes.v5n2p52

Harper, R., & Vered, K. O. (2017). Developing communication as a graduate outcome: using 'Writing Across the Curriculum' as a whole-of-institution approach to curriculum and pedagogy. *Higher Education Research & Development*, *36*(4), 688–701. https://doi.org/10.1080/07294360.2016.1238882

He, C., & Han, F. (2018). A Study of EFL curriculum of China's science and technology institutes under graded teaching model. *English Language Teaching*, *11*(2), 44-52. https://doi.org/10.5539/elt.v11n2p44

Herazo Rivera, J. D. (2012). Using a genre-based approach to promote oral communication in the Colombian english classroom. *Colombian Applied Linguistics Journal*, *14*(2), 109. https://doi.org/10.14483/udistrital.jour.calj.2012.2.a07

Herianto, H., & Wilujeng, I. (2020). The correlation between students' curiosity and generic science skills in science learning. *Jurnal Inovasi Pendidikan IPA*, *6*(2). https://doi.org/10.21831/jipi.v6i2.37382

Hongboontri, C. (2014). Practical curriculum inquiry: Students' voices of their EFL curriculum and instruction. *Australian Journal of Teacher Education*, *39*(11), 65-81. https://doi.org/10.14221/ajte.2014v39n11.5

Ibrahim, F. W., Muhibbuthabry, M., Muslim, B., Yacob, J., Fadhli, F., Fakhriah, N., Prajana, A., Ulfah, M., Zulmahdi, Z., & Mahjaty, R. (2018). *Buku panduan akademik UIN Ar-Raniry Banda Aceh tahun akademik 2018/2019* (1st ed., Vol. 303). Universitas Islam Negeri Ar-Raniry.

Islamia, J. M. (2016). Research design. *Research in Social Science: Interdisciplinary Perspectives*, *2*(2), 69–84.

Jamil, M. Y. (2015). Islamic perspective of leadership: A role model for today's CEOs. *Journal of Islamic Thought and Civilization*, *5*(2), 24–45. https://doi.org/10.32350/jitc.52.03

Jaaskela, P., Nykanen, S., & Tynjala, P. (2016). Models for the development of generic skills in Finnish higher education. *Journal of Further and Higher Education*, *42*(1), 130–142. https://doi.org/10.1080/0309877x.2016.1206858

Kirkgoz, Y. (2021). Values education in foreign language curriculum through the eyes of pre-service teachers. *Journal of Educational Leadership and Policy Studies*, *2*(2), 1–17.

Kozlova, D., & Pikhart, M. (2021). The Use of ICT in Higher Education from the Perspective of the University Students. *Procedia Computer Science*, *192*, 2309–2317. https://doi.org/10.1016/j.procs.2021.08.221

Lenburg, F.C. (2011). Theorizing about curriculum: Conceptions and definitions. *International Journal of Scholarly Academic Intellectual Diversity, 13*(1), 1-6.

Liu, X. (2017). Did there exist two stages of franklin bobbitt's curriculum theory? *Educational Studies in Japan*, *11*(0), 71–81. https://doi.org/10.7571/esjkyoiku.11.71

Longhurst, R. (2009). Interviews: In-Depth, Semi-Structured. *International Encyclopedia of Human Geography*, 580–584. https://doi.org/10.1016/b978-008044910-4.00458-2

Madya, S. (2007). Searching for an appropriate EFL curriculum design for the Indonesian pluralistic society. *Teflin Journal - A Publication on the Teaching and Learning of English*, *18*(2), 196. https://doi.org/10.15639/teflinjournal.v18i2/196-221

Mattarima, K., & Hamdan, A. R. (2011). The teaching constraints of english as a foreign language in Indonesia: The context of school based curriculum. *SOSIOHUMANIKA*, *4*(2), 287–300.

Miles, M. B., Huberman, M. A., & Saldana, J. (2014). *Qualitative data analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications, Inc.

Misdi, M. (2017). Empowerment in madrasah: What english teachers have to say. *Academic Journal Perspective : Education, Language, and Literature*, *5*(1), 36. https://doi.org/10.33603/perspective.v5i1.551

Mulenga, I.M. (2018). Conceptualization and definition of a curriculum. *Journal of Lexicography and Terminology, 2*(2), 1-23.

Muluk, S., Habiburrahim, H., Zulfikar, T., Orrell, J., & Mujiburrahman, M. (2019). Developing generic skills at an islamic higher education institution curriculum in Aceh, Indonesia. *Higher Education, Skills and Work-Based Learning*, 9(3), 445–455. https://doi.org/10.1108/heswbl-06-2018-0064

Musnandar, A. (2020). Soft skills from islamic perspective for maximal students' learning achievement. *At-Turats*, *14*(2), 176–187. https://doi.org/10.24260/at-turats.v14i2.1856

Nghia, T. L. H. (2017). "It is complicated!": Practices and challenges of generic skills assessment in Vietnamese universities. *Educational Studies*, *44*(2), 230–246. https://doi.org/10.1080/03055698.2017.1347496

Okolie, U. C., Igwe, P. A., Nwosu, H. E., Eneje, B. C., & Mlanga, S. (2019). Enhancing graduate employability: Why do higher education institutions have problems with teaching generic skills? *Policy Futures in Education*, *18*(2), 294–313. https://doi.org/10.1177/1478210319864824

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2013). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, *42*(5), 533–544. https://doi.org/10.1007/s10488-013-0528-y

Patton, M. Q. (2015). Sampling, Qualitative (Purposeful). *The Blackwell Encyclopedia of Sociology*. https://doi.org/10.1002/9781405165518.wbeoss012.pub2

Pelaez, O., & Usma, J. (2017). The Crucial Role of Educational Stakeholders in the Appropriation of Foreign Language Education Policies: A Case Study. *PROFILE Issues in Teachers' Professional Development*, *19*(2), 121–134. https://doi.org/10.15446/profile.v19n2.57215

Perez, Y., Rey, L., & Rosado, N. (2019). Characteristics of EFL curriculum in the Colombian caribbean coast: The case of 12 state schools. *English Language Teaching*, *12*(11), 85-96. https://doi.org/10.5539/elt.v12n11p85

Philipps, A., & Mrowczynski, R. (2019). Getting more out of interviews. Understanding interviewees' accounts in relation to their frames of orientation. *Qualitative Research*, *21*(1), 59–75. https://doi.org/10.1177/1468794119867548

Pitan, O. S. (2017). Graduate employees' generic skills and training needs. *Higher Education, Skills and Work-Based Learning*, *7*(3), 290–303. https://doi.org/10.1108/heswbl-04-2017-0026

Rahman, S., Mokhtar, S. B., & Hamzah, R. M. Y. M. I. M. (2011). Generic skills among technical students in Malaysia. *Procedia - Social and Behavioral Sciences*, *15*, 3713–3717. https://doi.org/10.1016/j.sbspro.2011.04.361

Saldana, J. (2016). Goodall's verbal exchange coding: An overview and example. *Qualitative Inquiry*, *22*(1), 36-39.

Sari, S. N. W., & Wardani, N. A. K. (2018). An analysis of Indonesia's 2013 EFL curriculum and Turkey's national english language curriculum for secondary schools. *IJELTAL (Indonesian Journal of English Language*

Teaching and Applied Linguistics), *3*(1), 23-35. https://doi.org/10.21093/ijeltal.v3i1.113

Sarkar, M., Overton, T., Thompson, C. D., & Rayner, G. (2019). Academics' perspectives of the teaching and development of generic employability skills in science curricula. *Higher Education Research & Development*, *39*(2), 346–361. https://doi.org/10.1080/07294360.2019.1664998

Sidek, H.M. (2010). EFL curriculum analysis: A case study. *Frontiers of Language and Teaching, 1,* 356-366.

Singh, H. (2015). Developing generic skills in higher education. *Indian Journal of Applied Research*, *5*(6), 824-826. https://doi.org/10.15373/2249555X/June2015/50

Sivesind, K., & Wahlström, N. (2016). Curriculum on the European policy agenda: Global transitions and learning outcomes from transnational and national points of view. *European Educational Research Journal, 15*(3), 271-278.

Sola, M., Pulpon, A. M., Morin, V., Sancho, R., Cleries, X., & Fabrellas, N. (2017). Towards the implementation of OSCE in undergraduate nursing curriculum: A qualitative study. *Nurse Education Today*, *49*, 163–167. https://doi.org/10.1016/j.nedt.2016.11.028

Su, S. W. (2012). The various concepts of curriculum and the factors involved in curricula-making. *Journal of Language Teaching and Research*, *3*(1), 153-158. https://doi.org/10.4304/jltr.3.1.153-158

Sulaiman, F. (2015). Place-based education approach as an innovation of an integrated curriculum. *Journal of Language, Education, and Humanities, 2*(2), 108-118. https://doi.org/10.22373/ej.v2i2.528

Tinsae, E.W. (2016). A critical review and analysis of the definitions of curriculum and the relationship between curriculum and instruction. *International Journal of Research in Engineering and Social Sciences, 6*(4), 8-12.

Virtanen, A., & Tynjala, P. (2018). Factors explaining the learning of generic skills: A study of university students' experiences. *Teaching in Higher*

Education, *24*(7), 880–894. https://doi.org/10.1080/13562517.2018.1515195

Williams, R. (2019). National higher education policy and the development of generic skills. *Journal of Higher Education Policy and Management*, *41*(4), 404–415. https://doi.org/10.1080/1360080x.2019.1606690

Zainal, K., Hassan, W. Z. W., & Alias, J. (2012). Generic skill level of UKM students after pursuing the compulsory general studies courses. *Procedia - Social and Behavioral Sciences*, *59*, 558–564. https://doi.org/10.1016/j.sbspro.2012.09.314

Zulfikar, T., Emawati, E., & Al-Azmi, H. (2020). Empowering education: Exploring teachers' classroom practices in vocational schools. *Al-Ta Lim Journal*, *27*(2), 127–139. https://doi.org/10.15548/jt.v27i2.628