

PHILOSOPHICAL FOUNDATION IN ENGLISH EDUCATION CURRICULUM RENEWAL BASED ON INDONESIAN QUALIFICATION FRAMEWORK (KKNI)

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PHILOSOPHICAL FOUNDATION IN ENGLISH EDUCATION CURRICULUM RENEWAL BASED ON INDONESIAN QUALIFICATION FRAMEWORK (KKNI)

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Abstract: Philosophical Foundation in English Education Curriculum Renewal Based on Indonesian Qualification Framework (KKNI). Indonesian Qualification Framework (IQF) is a description of qualification levels for all Indonesian learning outcomes or certificate statements in Indonesian schooling from year 9 to higher education. The IQF holds a legal endorsement¹⁷ in the form of Presidential Decree no. 8/2012. This IQF will specify equivalencies between Indonesian and foreign qualifications, thus improving Indonesia's international competitiveness and making the country more open to global trade. As a consequence, the structures of curriculum in all Indonesian educations should base on this document. English teacher Education needs English language teacher education with appropriate structures of curriculum relevant to the global world and 21st century learning. This article intends to describe the IQF, and the philosophical foundation structure of the EL Teacher education Curriculum in Indonesia.

Keywords: Curriculum, Renewal, Indonesian Qualification Framework, and English Language Teacher Education

Abstract: Landasan filosofis dalam Perbaruan Kurikulum Pendidikan Bahasa Inggris Berdasarkan Kerangka Kualifikasi Nasional Indonesia. Kerangka Kualifikasi nasional Indonesia (KKNI) adalah sebuah pejabaran level kualifikasi tujuan pembelajaran di Indonesia atau sebagai sebuah pernyataan tertulis sekolah di Indonesia dari mulai kelas 9 sampai dengan pendidikan tinggi. KKNI merupakan mempunyai aturan tegas yang termuat dalam Peraturan Presiden No. 8/2012. KKNI akan lebih memspesifikan kesaamaan antara kualifikasi luar negeri dan kualifikasi pendidikan di Indonesia, untuk meningkatkan daya saing Indonesia dimata internasional dan membuat negara kita lebih terbuka dengan pasar bebas. Sebagai konsekuensinya, stuktur kurikulum di semua level pendidikan di Indonesia haru berdasarkan dokumen ini. Pendidikan Guru Bahasa Inggris membutuhkan kurikulum pendidikan guru Bahasa Inggris yang memiliki struktur kurikulum yang tepat dan relevan terhadap globalisasi dan pembelajaran pada abad 21. Artikel ini bertujuan untuk mendeskripsikan kurikulum Pendidikan Guru Bahasa Inggris dan landasan filosofis kurikulum pendidikan Guru Bahasa Inggris di Indonesia.

Kata kunci: Kurikulum, Perubahan kurikulum, KKNI, Pendidikan Guru Bahasa Inggris.

¹ The term curriculum is used here to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved. Curriculum takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and

learning. It is thus more than a list of topics and lists of key facts and skills (the "input"). It is a map of how to achieve the "outputs" of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results (Wiggins and McTighe, 2006: 6)

Curriculum design can be seen as a kind of writing activity and as such it can usefully be studied as a process. The typical sub-processes of the writing process (gathering ideas, ordering ideas, ideas to text, reviewing, editing) can be applied to curriculum design, but it makes it easier to draw on current curriculum design theory and practice if different set of parts is used. the curriculum design process these factors are considered in three sub-processes, environment analysis, needs analysis and setting the goals (Nation & McAlister, 2010: xv-xvi) *First*, environment analysis: Environment analysis involves considering the factors of the situation in which the course will be used and determining how the course should take account of them. One way of approaching environment analysis is to work from a list of questions which focus on the nature of the learners, the teachers and the teaching situation; *Second*, needs analysis: useful division of learners' needs into necessities (what the learner has to know to function effectively), lacks (what the learner knows and does not know already) and wants (what the learners think they need); *Third*, setting the goals, the goals Goals can be expressed in general terms and be given more detail when considering the content of the course.

In the education field, curriculum is one of the components that plays very significant and important role. Considering its significance and importance, curriculum must be designed in such a way to meet the targeted goal of education. In language

learning area, especially English, the process of designing curriculum involves the integration of knowledge from many areas in the field of linguistics (such as second language acquisition research), teaching methodology, language assessment, language description, and materials production (Nation & McAlister, 2010: xv-xvi). These processes of designing curriculum are needed by all level of educations, including higher education or university level, for both private and state universities in Indonesia.

The primary goal of education at the university level is that the student teachers competence is developed based on senior high school content standard as minimum communicative competence in which they are expected to achieve the informational level where they can carry out more extended and interpersonal conversations. It also deals with texts to access knowledge at university level and self-study. However, teaching and learning around texts on genres has become increasingly influential in mainstream ELT in a number of situations, including "primary, secondary, tertiary, professional and community teaching contexts" involving "native speakers of English as well as ESL and EFL learners" (Derewianka, 2003). Thus, it implies that language education is expected to develop communicative competence or the ability to communicate in spoken or written language through various texts so that learners will possess the so called social skills. Therefore, curriculum should be

designed based on competence in which learners are expected to be able to communicate (written and spoken) in English as life skills.

Curriculum Goal based on IQF (KKNI)

Basically, language curriculum is a big communication. It connects one subject to another subject systematically. It tells people how curriculum is developed and for what goal curriculum is designed. The ultimate goal of curriculum at English Language Education is to direct the students in achieving communicative competence. It is chosen as the ultimate goal of the curriculum because communicative competence enables the language learners for doing communication and interaction, both in spoken (oral) and written mode. If the learners are able to communicate, they are able to make meaning as well. This view is based on the current language theory, namely Systemic Functional Linguistics. So, in determining the curriculum goals, it is a must to lies on the relevant and appropriate theory which widely accepted in the area of language teaching nowadays.

Discussing the legal foundation used to design the curriculum is Regulation of the President of the Republic of Indonesia. No. 8, year 2012 about Kerangka Kualifikasi Nasional Indonesia (Indonesian Qualification Framework). It is stated that there are nine qualification levels and one of them is for D4/S1 graduates (level six). One of the outcomes that the D4/S1

graduates should achieve is to be able to make strategic decisions based on information analysis and data and able to provide guidance in choosing several alternative solutions.

The Indonesian Qualification Framework (IQF) which has already held a legal endorsement in the form of Presidential Decree no. 8/2012 offered a description of qualification levels for learning outcomes or certificate statements in Indonesian schoolings from the primary up to the higher education. As stipulated in the decree, IQF established nine levels of qualifications with three different layers of expertise, i.e. level 1 up to 3 for operators, level 4 up to 6 for technicians or analysts, and level 7 up to 9 for experts. According to the IQF leveling, teacher education institution could establish two different levels, namely: sarjana program (equal to bachelor's level) which belongs to level 6 and teacher profession program which is designed as level 7.

By this regulation, politically Indonesian government has just admitted teacher as a profession. The decree also established a package of descriptors in each level of qualifications with four general components to accomplish, i.e. 1) attitudes and values, 2) field knowledge, 3) working competencies, and 4) managerial competencies. Those four general components in fact can be synthesized into three interceptions, i.e. knowledge, skills, and competence. Graduates at each level will be equipped with a wide, coherent knowledge, skills,

and competence in their field of study for professional work as well as lifelong learning. Considering the goal mentioned, the graduate profiles are expected to have a proficiency in English field and able to apply proficiency in the teaching. They also ready working for other job such as English entrepreneur, officer, and so forth.

Indonesian Qualification Framework (IQF) seems to be the answer for this future circumstance. The IQF which has already held a legal endorsement in the form of Presidential Decree no. 8/2012. The decree obligated that the IQF leveling should be officially used by both education and industry (i.e. labor force). According to the IQF leveling, teacher education institution could establish two different levels, namely: sarjana program (equal to bachelor's level) which belongs to level 6 and teacher profession program which is designed as level 7. By this regulation, politically Indonesian government has just admitted teacher as a profession.

Professionally saying, teacher learning institutions will manage two different levels of programs, i.e. sarjana (i.e. bachelor of teacher training education) and teacher profession program (i.e. Program Pendidikan Guru-PPG). Undang-undang nomor 14 tahun 2005 tentang guru dan dosen (i.e. the highest regulation under the constitution on Indonesian teachers and lecturers) explicitly gave detail explanations that "teachers' academic qualifications are sarjana or diploma 4

(article 9), "teachers should got teacher certificates" (article 8), and "those teacher certificates should be established by government-accredited teacher education institutions" (article 11).

The decree also established a package of descriptors in each level of qualifications with four general components to accomplish, i.e. 1) attitudes and values, 2) field knowledge, 3) working competencies, and 4) managerial competencies. Those four general components in fact can be synthesized into three interceptions, i.e. knowledge, skills, and competence. Graduates at each level will be equipped with a wide, coherent knowledge, skills, and competence in their field of study for professional work as well as lifelong learning. By having knowledge means giving students' facts, principles, theories and practices relevant to their selected fields; by having skill means equipping students with ability to apply their know-how obtained from knowledge to accomplish tasks and solve the problems therein; and by competence means the empiric application of skills together with personal, social and methodological ability in accomplishing professional task or seeking professional developments.

Thus, all Indonesian higher education must officially base their learning outcomes on those descriptors via formal approvals from the Directorate of Higher Education (DIKTI). The standardized learning outcomes are nationwide for each study

program. Then, the universities will decide by themselves the micro elements in documented curriculum which might include the detailed contents of the real curriculum; for instance, what kinds of content courses the students should take for certain programs, how the courses should be distributed in a number of semesters, how many credits the students should take for one semester, how the assessment should be, or what approaches used in the teaching-learning process, and so forth. (Off-printed draft of National Standard of Indonesian Teacher Education, 2014)

Philosophical perspective.

Outcome-based Curriculum of English Language Education redesigned based on Social semiotic perspective which views the process of learning language as a process of socialization (Mickan, 2013: 32). In the process of socialization, language learners attempt to use language for meaning-making resources. To realize communication, then the learners create text, therefore social semiotic perspective view the text as the linguistic form of interaction (Halliday, 1978: 122). To achieve this goal, the curriculum is re-designed in accordance to Systemic Functional Linguistics perspective, which views the language as a resource for making meaning (Gerot and Wignell, 1994: 6). Thus, the learners are expected to be able for understanding as well as interpreting signs and actions relevant to community actions and communication. This theory is

considered to be the most relevant, because the core of language learning is to make the learners be able for doing communication, both in spoken and written mode. Another philosophical basis of designing curriculum of English Language Education is the belief that language learning involves cognitive and affective engagement, and interaction. This belief allows the learning process to focus on both language knowledge (grammar, vocabulary, introduction to linguistics, etc) and language skills (listening, speaking, reading, and writing). Both language knowledge and language skills are a set of important language use.

Outcome-based curriculum directs the language learners to acquire communicative competence, as proposed by Celce-Murcia (2007, 41:56). The current model of communicative competence consists of various components; they are sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence. To acquire sociocultural competence, the students learn Sociolinguistics, Pragmatics, and Cross Culture Understanding (CCU). Through three courses, the students are expected to be able to understand social factors (the participants' age, gender, status, social distance and their relations to each other re: power and affect), stylistic appropriateness (politeness strategies, a sense of genres and registers), and cultural factors (background knowledge of the target language group, major

dialects/regional differences, and cross cultural awareness). To acquire discourse competence, the students learn Discourse Analysis, Pragmatics. Through two courses, the students are expected to be able to create well organized various text types by considering the features of text, such as (cohesiveness, coherence, generic structure, and communicative goal).

To acquire linguistic competence, the students learn five linguistics courses; they are Basic English Grammar, Intermediate English Grammar, Advanced English Grammar, Introduction to Linguistics, English Phonology, English Morphology, English Syntax, Semantics, and Psycholinguistics. Overall, the courses cover phonological component (segmental; vowels, consonants, syllable types, and supra-segmental; prominence/stress, intonation, and rhythm), lexical component: knowledge of both content words (nouns, verbs, adjectives) and function words (determiners, prepositions, verbal auxiliaries, etc.), morphological component: parts of speech, grammatical inflections, productive derivational processes, syntactic component: constituent/phrase structure, word order (both canonical and marked), basic sentence types, modification, coordination, subordination, embedding, etc.

To acquire formulaic competence, the students learn five linguistics courses; they are Intensive Course, Pronunciation Practice, Speaking for Informal Situation, Speaking for Formal

Interaction, and Speaking for Academic Purposes. The topics cover fixed phrases ('of course', 'all of a sudden'), formulaic chunks ('How do you do? I'm fine, thanks; how are you?'), collocations (verb-object: spend money, play the piano adverb adjective: statistically significant, mutually intelligible adjective-noun: tall building, legible handwriting), idioms (e.g., to kick the bucket = to die; to get the ax = to be fired/terminated), lexical frames (e.g., I'm looking for ...See you later/tomorrow/ next week, etc).

To acquire interactional competence, the students learn some linguistics and skill courses; they are Basic English Grammar, Intermediate English Grammar, Advanced English Grammar, Introduction to Linguistics, English Phonology, English Morphology, English Syntax, Semantics, and Psycholinguistics, Literal Listening, Interpretive Listening, Critical Listening, Speaking for Informal Situation, Speaking for Formal Interaction, Speaking for Academic Purposes, Literal Reading, Interpretative Reading, and Critical Reading. Some of important topics in those courses are the ways how to (i) open and close conversations, (ii) establish and change topics, (iii) get, hold, and relinquish the floor, (iv) interrupt, and (v) collaborate and backchannel.

To acquire strategic competence, the students learn some linguistics and skill courses; they are Sociolinguistic, Discourse Analysis, Pragmatics, Cross Culture Understanding,

Psycholinguistics, and some other skill courses. The important topics in strategic competence cover (i) achievement: strategies of approximation, circumlocution, codeswitching, miming, etc., (ii) stalling or time gaining: using phrases like 'Where was I? Could you repeat that?', (iii) self-monitoring: using phrases that allow for self repair like 'mean....', (iv) interacting: these are strategies that include appeals for help/clarification, that involve meaning negotiation, or that involve comprehension and confirmation checks, etc., and (v) social: these strategies involve seeking out native speakers to practice with, actively looking for opportunities to use the target language. Principally, the whole subjects are intended to achieve what is so called communicative competence, as the ultimate goal of curriculum. Even though the courses seem separately learnt by the students, but the courses are a set of courses that equip the students step by step to achieve communicative competence.

Learning Theory and Targeted Literacy level

Theoretically, the learning processes implement sociocultural theory, proposed by Vygotsky (1978). Sociocultural theory emerges from psychology theory that looks the significant contribution of social interaction to the individual development. Vygotsky believes that social interaction plays a fundamental role in the development of learner's cognition. Therefore, sociocultural theory views the process

of learning always happens in two levels; firstly in social level and then individual level. This theory has the main tenet that language learners can learn from more capable others.

In practice, most of learning processes are done through learning cycle, which consists of four stages; they are Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT) and Individual Construction of Text (ICOT). Basically, learning cycle here is Vygotsky in action, because involves the stage of learning socially (as in the JCOT) and then continued individually (as in ICOT). In relation to the current version of Bloom's taxonomy (2001), learning cycle meets the highest cognition level, that is creating (Anderson and Krathwohl, 2001). In the third and fourth stage of learning cycle, the learners are required to create texts (spoken or written). These stages, of course, meet the Bloom's taxonomy in assessing learner's cognitive domain. So, learning cycle is totally matched with the current guideline of assessing language (Bloom's taxonomy, 2001).

Literacy-based teaching believes not only in the primary importance of developing communicative ability in a new language, but also in the development of learner's ability to analyze, interpret, and transform discourse and their ability to think critically about how discourse is constructed and used toward various purposes in social context (Kern: 2000). Based on the concept, this curriculum provides some practices in which the

literacy-based teaching can be applied through reading, writing, speaking and listening.

Not only in the choice of content, it is also manifested in the sequencing of the content. The sequence is Wells' literacy level proposed (as cited in Hammond et al., 1992: 11). The level ranges from performative, functional, informational, to epistemic level. *Performative level* involves decoding simple written messages and encoding ideas into writing according to written conventions. *Functional level* involves coping with the needs of everyday life that involve written language. Information Level involves the use of literacy skills in the communication and acquisition of knowledge. *Epistemic level* involves acting upon and transforming knowledge and experience that are, in general, unavailable to those who have never learned to read and write. In this epistemic level, the expected graduates able to used their proficiency as teacher and also develop their knowledge through research in the teaching field. In this curriculum, the level set for the learners is started from functional to epistemic level.

After join all lectures the students are expected to achieve epistemic literacy level. In epistemic level, the students are expected to be able to develop their knowledge through various ways, such as writing a paper, delivering presentation, lecturing, and publishing their research journal. Epistemic level of literacy refers to the ability of acting upon and transforming knowledge and experience that are, in

general, unavailable to those who have never learned to read and write (Wells, 1987:110). Epistemic level requires the students to behave in literate manner simultaneously both a mode of language use and thinking, attitudes to encourage creativity, exploration, and critical evaluation.

Discussion

Indonesian Qualification Framework (IQF) as the foundation of the Curriculum in Higher education today has been used as a guidance in renewed the curriculum. The curriculum renewal involved three stages; (1) evaluating, (2) reconstructing, and (3) implementing and monitoring. In the evaluation stage, the process involves evaluation, environment analysis and need analysis, which becomes the basis of determining the goal. In addition, environment analysis ensures that the set of courses will be usable and valuable or not. Nation and Macalister (2010: 14-30) suggest that environment analysis covers three components; learners, teachers, and situation, while situation analysis includes other three factors; lacks, wants, and necessities.

After doing the first stage, the second step is reconstructing stage. This process includes: (1) re-labeling some courses name (such as: listening 1 into literal Listening, Writing 1 into Paragraph Writing, Speaking 1 into Speaking for Informal Interaction, Structure 1 into Basic Grammar, etc.). This process is done because the curriculum developers argue that the previous labels didn't represent any

measurable learning outcome for the students. Let's take a look from the course label 'Writing 1', from its name, we will not have an idea about what is the content, what kinds of material it involves, to what extent the level of this course equips the students with the writing competence, etc. By considering so many aspects, then the label is changed into Paragraph Writing. With the hope that by looking at the label, everyone can think of the targeted learning outcome, the content, as well as material, (2) separating the subject (from Discourse and Pragmatics (one subject) then separated into two independent subject, Pragmatics and Discourse Analysis), (3) omitting irrelevant subject (Contrastive and Error Analysis and *Filsafat Bahasa*), (4) replacing the course (Qualitative Research and Quantitative Research are replaced by Intro.to Research Methodology), (5) re-allocating the credit for the subjects (TEFL -2 becomes 4 credits-, Pronunciation Practice –from 4 into 3 credits-), and (6) adding the new subject (Refresher Course). All of the processes in reconstruction stage are intended to achieve the curriculum ultimate goal; that is communicative competence.

The last stage in curriculum renewal, as suggested by IQF is implementing and monitoring periodically. In this step, my institution applies periodic evaluation in every semester. The evaluation is done after final examination in each semester. The core of curriculum evaluation is basically looking at both at the result of

the course, and planning and the running of the course. If the planning and the result show no gap, the running is considered good, but if the planning and the result show significant gap, there must be something wrong in the implementation process. Systematically, the process of curriculum evaluation involves the following steps: (1) determine the purpose and type of evaluation, (2) decide what information to gather, (3) decide who will be the evaluators and who will be involved, (4) gather information, (5) present the findings, (6) apply what has been learned from evaluation, and (7) do a follow-up evaluation.

English Language Education curriculum is basically a set of systematic connection among the subjects. Every subject does not stand alone, but interdependently related. It means that one subject is given for supporting another subject, for instance; Speaking for Informal Interaction in firstly given to assist students in joining next subject, Speaking for Formal Interaction, and then continues to Speaking for Academic Purposes. In determining the sequence of courses, the curriculum developer team also considered the level of difficulty, which one should come first and what part comes next. This stage is important because students firstly develop their speaking skill for participating in informal, formal situation, and finally in the academic situation (Roemer, 2006: 1).

The implementation of Outcome-Based Curriculum is intended to

achieve its ultimate goal; communicative competence. This goal is determined due to the basic language function; as a means of communication. To be able for communicating, the learners should have a set of competence, and it is called communicative competence (Celce-Murcia, 2007: 42). The last version of Celce-Murcia's ²¹ communicative competence consists of six interrelated competences; sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence. Since the goal of curriculum is to achieve communicative competence, every single subject/course must be directed to meet the targeted goal. So, communicative competence must be realized through the subjects.

When doing communication, learners (language user) always involve other as hearer (interlocutor). It is impossible when communication is done by only one person, and no one listens or pays attention. Communication is always done socially, thus the philosophical basis of implementing the English curriculum is Socio-cultural theory, introduced by Vygotsky (1978). Realized or not, society contributes much to the individual development, for instance; the learners who get much language input from parents and friend have better proficiency than those who get fewer input. Sociocultural theory in practice allows the language learners to learn from more capable others, because

a group of learners learn together in the same environment and situation.

Another perspective which used to strengthen theoretical basis of English curriculum is Social-semiotic perspective. This theory views the process of learning language as a process of socialization (Mickan, 2013:32). When learners do socialization, they create meaning which realized in texts (spoken and written). So, texts as the actual product of language play very significant role in communication (Widdowson, 2007: 4). In practice, Social-semiotic perspective is realized through the label 'Systemic Functional Linguistics' introduced by Halliday in the middle of 1970s. Even though SFL is relatively new for my institution, but the ideas of SFL are applicable for English curriculum at any institution. One of the SFL tenets is learning and creating text through approach of Genre-based, which lead the learners to finally create the text, as the element of communication. This approach enables the learners to learn from other (in JCOT step) and then create the text individually (in ICOT step).

CONCLUSION

In line with the condition of Indonesian policy about teacher education as discussed above, this article poses two structures of EFL Teachers Education, namely: 1) the curriculum of bachelors of teaching, and 2) the curriculum of teacher profession program. Those structures include generic descriptions that should be

accomplished and the possible courses. Students in EFL bachelor program are equipped with teaching skills since they are bachelor of teaching, however, language skills and other competencies are also important since they will work with their language skills if they choose

other professions after they graduate. For teacher profession program, students are certainly supposed to be teachers therefore the students are given more practical knowledge as well as skills of teaching.

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