

Developing E-Learning of KKNI-Based Curriculum and Textbook Analysis Teaching Instruments in English Education Study Program, UNIMED

Nora Ronita Dewi^{1,*} Indra Hartoyo² Anggraini Thesisia Saragih³

^{1,2,3} English Education Study Program, Universitas Negeri Medan

*Corresponding author. Email: noradewi@unimed.ac.id

ABSTRACT

Curriculum and textbook analysis is the course that focuses the importance of curriculum and textbooks in the learning process. The development of learning materials based on KKNI for Curriculum and Textbook Analysis at the English Education Study Program used a research and development design. This study aims to develop appropriate Teaching Materials and Student's Worksheet in Curriculum and Textbook Analysis based on KKNI competency achievement towards E-learning. The objectives of the study are (1) to achieve the needs of Teaching Materials and Student's Worksheets of Curriculum and Textbook Analysis based on KKNI at the 3rd semester in the English Education Study Program and (2) to develop appropriate Teaching Materials and Worksheets based on the KKNI which is used in semester 3 in the English Education Study Program through E-learning. KKNI consists of 6 mandatory tasks, namely Routine Tasks, Critical Book Report (CBR), Critical Journal Report (CJR), Engineering Idea, Mini Research, and Projects. The study will be designed by three stages, namely (a) Preliminary stage: analysis of teaching material needs, selection of worksheet types, analysis of teaching materials and worksheets based on KKNI, and analysis of teaching materials and worksheets based on KKNI in Curriculum and Textbook courses. (b) Development stage: development of teaching materials and worksheets based on KKNI through E-learning, validation of teaching materials and worksheets, and creating initial products, (c) evaluation stage: limited trial, questionnaire distribution, and questionnaire data analysis. The results show that curriculum, syllabus, teaching materials, student's worksheet, HOTS, and English genre texts were taken as the materials development through the E-Learning platform.

Keywords: KKNI, Textbook, Teaching Instrument.

1. INTRODUCTION

The development of science and technology (science and technology) plays a major role in the field of education. One of the advantages of the development of digitalization in human life is the connection and relationship that feels closer. The internet, which can be accessed anytime and anywhere, makes people more free to connect with a wider range.

System changes require rapid adaptation. Even though it is carried out from home, lecturers and students must prepare themselves as well as possible. Virtual meeting participants need to prepare devices and internet data packages that must be managed independently. These changes and developments occur as a whole, including the teaching and learning process that must be continued online. Lecturers and students must be ready and able to operate online learning systems adaptively, including

searching for and understanding lecture materials digitally.

A common problem that is often faced by lecturers in the Curriculum and Textbook Analysis course is that there are still quite a lot of lecturers who have not used the KKNI-based 6 standard assignment rubric perfectly. Actually, there are many factors that cause this problem, both factors that are within the lecturer itself and factors that are outside the lecturer. In a pandemic and online learning, assignments are a support so that students can study independently from their respective homes.

This research was conducted by developing an assessment tool with reference to the PBM process in the KKNI curriculum which involved 6 assignments, namely Routine Tasks (TR), Critical Journal Report (CJR), Critical Book Report (CBR), Engineering Idea (Idea Engineering), Project and Mini Research (Mini

Research) in teaching Curriculum and Textbook Analysis.

To support independent learning in the KKNi-based Curriculum and Textbook Analysis course, research on the development of assessment tools based on 6 assignments is needed which is expected to provide understanding and skills to lecturers about developing assessment tools related to mastering the competence of the main tasks of a lecturer in planning, presenting/ implement, evaluate learning, and improve the quality of learning programs by implementing ICT in facing the challenges of the fourth industrial revolution through the design of E-Learning.

The purpose of this research is to find out the teaching materials and worksheets used in the English Education Study Program in the Curriculum and Textbook Analysis course in semester 3 are in accordance with the implementation ICT standard and develop appropriate teaching materials and worksheets for teaching Curriculum and Textbook Analysis in semester 3 in the English Education Study Program which was developed in accordance with the KKNi through E Learning.

The results of this study will relate to the impact on the development of IQF-based teaching instruments on the teaching of Curriculum and Textbook Analysis through E-Learning.

2. REVIEW RELATED LITERATURE

2.1. Indonesian Qualification Framework (KKNi)

The Indonesian National Qualifications Framework (KKNi) is a curriculum used in higher education to develop and improve the quality of public and private higher education programs in Indonesia. The use of the IQF curriculum in universities has gone through a long and gradual process. Print said that the curriculum must always be reviewed in an effort to update the curriculum.

The implementation of the KKNi is marked by giving 6 types of assignments to students at the State University of Medan. These assignments include Routine Tasks, Critical Book Report, Critical Journal Report, Idea Engineering, Mini Research and Projects, which are integrated in Teaching Materials and other teaching instruments.

2.2. The Six Assignments of KKNi

The KKNi curriculum is identical to six assignments, namely Routine Assignments, Critical Book Report (CBR), Critical Journal Report (CJR), Idea Engineering, Mini Research, and Projects.

Routine assignments are assignments given every week in the form of pre-tests, quizzes, opening questions and other forms in every meeting. Routine assignments are given so that students can understand the lecture material. Routine tasks can be done independently or in groups.

CBR or Critical Book Report relates to the task of comparing and criticizing 2 or more books to find the essence of the discussion of the two books. The main book and comparison books are expected to be in English and in Indonesian.

CJR or Critical Journal Report is the task of students to criticize national and international journals to understand the content and meaning of the article. Students are given the opportunity to review one or more journals related to the course being studied. Idea engineering is a task that requires students to create ideas in the form of engineering. Engineering is meant to develop ideas from the ATM process (observe, imitate, modify) to develop students' critical and creative abilities.

Mini research is a research task on a small and simple scale related to a course. The mini research report follows a systematic report structure, in accordance with the format determined by the lecturer in charge of the course.

The project is the last task that usually involves several students in one group. The purpose of this assignment is to train students to create works in the form of simple products independently or in groups that are beneficial to the community.

2.3. Teaching Instruments

- Teaching instruments are materials, tools, media, instructions, and guidelines used by teachers in the process of achieving learning objectives. In the Education and Culture Ministry decree No. 65 of 2013 concerning Standards for Primary and Secondary Education, it is stated that the preparation of teaching instruments is part of learning planning. Lesson Plan is designed in the form of a syllabus and lesson plans that refer to content standards. In addition, the learning planning also includes the preparation of learning media and resources, assessment tools, and learning scenarios.

- Teaching Instruments are a series of media or facilities used and prepared by teachers and students in the learning process in the classroom. Then, the development of teaching instrument is a series of processes or activities carried out to produce a learning device based on existing development theories. The following are teaching instruments needed by lecturers in teaching.

- Syllabus

- The syllabus is an elaboration of competency standards and basic competencies into subject matter or

learning, learning activities and indicators of competency achievement for assessment [1].

- The syllabus is a set of plans and arrangements for the implementation of learning and assessment that are systematically arranged and contain interrelated components to achieve mastery of basic competencies.

- Lesson Plan

- The lesson plan is a lesson plan for each unit that will be determined by the teacher in classroom learning. Lesson Plan is essentially a plan to estimate or project what will be done in learning.

- Lesson Plan needs to be developed to coordinate learning components, namely: basic competencies, standard materials, learning outcomes indicators, and assessments.

- Teaching Materials

- Teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students in the learning process [2]. Teaching materials are a set of teaching instrument or tools that contain learning materials, methods, limitations, and evaluation methods that are designed systematically and attractively in order to achieve the expected goals, namely achieving competence or sub-competence with all its complexity [3][4].

- Teaching materials are grouped into five, namely teaching materials that are not projected; projected teaching materials; audio teaching materials; video teaching materials; and computer teaching materials (media).

- Learning Media

- Learning media in general is an instrument for teaching and learning process. Everything that can be used to stimulate the thoughts, feelings, attention and abilities or skills of the learner so that it can encourage the learning process. This limitation is quite broad and in-depth covering the understanding of resources, environment, people and methods used for learning/training purposes

- Student Worksheet

- Student worksheets are one of the means to assist and facilitate teaching and learning activities so that effective interactions between students and educators will be formed, so as to increase student activities in improving learning achievement. Widjajanti [5] says that the student worksheet is one of the learning resources that can be developed by educators as facilitators in learning activities. The prepared Student Worksheet can be designed and developed according to the conditions and situations of the learning activities that will be faced.

- Evaluation

- Bloom [6] defines evaluation, as we saw, is a systematic collection of facts to determine whether in fact there has been a change in the student and to determine the extent of the change in the student's personality. In line with that, Stufflebeam [7], clarifies that evaluation is a process of describing, obtaining, and presenting information that is useful for assessing decision alternatives.

2.4. Evaluation

Evaluation is a process to plan, obtain, and provide information that is needed to make several alternatives in making decisions. In simple terms, the purpose of evaluation is to improve the system by giving an assessment based on data taken from an object.

2.5. Curriculum and Textbook Analysis

Curriculum. The curriculum is a set of learning that is consciously intended by the school system. According to Aziz [8] curriculum is a teacher's plan to organize the material to be taught in class. The development of the curriculum used in Indonesia is divided into several phases. Marsh and Stafford define curriculum as a set of interrelated plans and experiences that students complete under the guidance of the school. In relation to these problems, curriculum development includes the development of materials, teaching procedures, learning experiences and evaluations. Developing the curriculum there are several things that must be addressed such as the basic conception of the curriculum, the philosophical foundation of the curriculum and the psychological foundation of the curriculum.

Textbook. Textbooks are important because they play a role not only as a source, but also as a medium of learning, a means for delivering material, providing evaluation instruments, increasing student interest and motivation [9]. The use of textbooks in learning has resulted in a change in the pattern of learning which was initially teacher-centered (teacher centered) to become more student-centered (student centered), because through textbooks students are required to find the information they want to know, learn to understand a reading, learn to reflect. understanding in written form and students are actively involved in the learning process.

2.6. E-learning

E-learning is an educational system or concept that utilizes information technology in the teaching and learning process. Learning is structured with the aim of using an electronic or computer system so that it can support the learning process [10].

Prayudi [11] says that E-learning has 4 basic characteristics, including: 1) having content that is

relevant to the learning objectives; 2) using instructional methods such as presenting examples and exercises; 3) using interesting elements such as words and pictures to convey learning materials; and 4) can build understanding and skills related to learning objectives either individually or in groups.

3. METHOD

This study applied a research and development design to produce products and test the effectiveness of these products [12]. This research was conducted at the English Education Study Program, Department of English Language and Literature, Faculty of Language and Arts, State University of Medan, Jalan Willem Iskandar Pasar V Medan. The population and sample in this study were 3rd semester students in the Curriculum and Textbook Analysis course for Regular Education classes A and B [13].

The flow of this research is divided into three phases, namely the preliminary, the development, and the evaluation stages.

3.1. Preliminary Stage

- The preliminary stage is the stage of development research carried out to determine the analysis of problems and needs. This preliminary stage consists of analyzing the needs for teaching instruments based on the KKNi Curriculum and Textbook Analysis in the English Education Study Program. Selection of the type of material and types of Worksheets in the Curriculum and Textbook Analysis course, analysis of the standardization of the IQF Curriculum in the English Education Study Program and the analysis used.

- The stage of identifying the need for KKNi-based teaching materials for teaching Curriculum and Textbook Analysis

- The Stage of selecting the type of worksheet

- Analysis of teaching language and worksheets based on KKNi

- The stage of analyzing teaching materials and worksheets based on KKNi for teaching Curriculum and Textbook

- Development Analysis stage Is the stage of collecting information and product development. This stage consists of:

- The stage of developing KKNi-based Teaching Materials and Worksheets through E-Learning

- Validation of KKNi-based Teaching Materials and Worksheets through E-Learning

- Produce initial product.

3.2. Evaluation

- The evaluation stage is a stage that aims to determine the development of teaching materials and worksheets through 6 KKNi-based tasks through E-Learning in the Curriculum and Textbook Analysis course. The evaluation phase consisted of a limited trial, questionnaire distribution, questionnaire data analysis to find out initial conclusions regarding the quality of teaching materials and KKNi-based worksheets.

- Limited trial conducted by 3 lecturers on 30 students by applying Curriculum and Textbook Analysis material

- Distribution of questionnaires to students to determine the quality of teaching materials and worksheets based on KKNi

- Analysis of questionnaire data with descriptive statistical methods.[14].

4. RESULTS AND DISCUSSION

Based on the research results, it is known that the Teaching Materials and Worksheets used in the Curriculum and Textbook Analysis Course in semester 3 of the English Education Study Program are not in accordance with the expected KKNi competency achievements. This study uses a development research model in three stages. In the preliminary stage, the researcher analyzes the need for teaching materials that are in accordance with the Curriculum and Textbook Analysis courses, determines the types of teaching materials and worksheets that are in accordance with the IQF curriculum. The results of the study indicate that the need for teaching materials and worksheets in the Curriculum and Textbook Analysis course is not yet in the form of E-learning and is based on the KKNi so that development is needed to adjust to the needs [15].

Furthermore, in the development stage, the development of teaching materials and worksheets based on KKNi through E-learning is carried out which adapts to the conditions of lecturers and students who have to carry out online learning from their respective homes. In the development stage, the researcher validates teaching materials and worksheets that aim to produce an initial product [16].

Furthermore, the teaching materials that have been developed tested are limited to 3 lecturers and 30 students. After conducting the trial, students were given a questionnaire to see the significance of product development in the KKNi-based Curriculum and Textbook Analysis learning [17].

The results of the development research show that the E-learning-based Teaching Materials and Student Worksheets are in accordance with the KKNI and are feasible to be implemented in accordance with the Curriculum and Textbook Analysis Courses. Based on needs analysis questionnaires given to the students and interview showed that several topics designed, they are curriculum, syllabus, and teaching materials, student's worksheet, HOTS, and English genre texts [18].

5. CONCLUSION

In this study, it was found that the teaching materials and worksheets used in the Curriculum and Textbook Analysis course did not use KKNI-based E-learning. Therefore, comprehensive development is needed to determine appropriate teaching materials and worksheets. After the initial product was developed, verified, and limited trials were carried out on lecturers and students. Based on the results of the analysis, it was found that the development of teaching materials and student worksheets was in accordance with Curriculum and Textbook Analysis learning using E-Learning and based on KKNI.

REFERENCES

- [1] Brown, H. Douglas. *Teaching by Principles-An Interactive Approach to Language Pedagogy* Second Edition. San Francisco: Longman, 2001.
- [2] Harsono. *Pengantar Problem-based Learning*. Edisi kedua, Medika-Fakultas Kedokteran Universitas Gadjah Mada, 2005.
- [3] Hasan S. Hamid. *Kerangka Kualifikasi Nasional Indonesia (KKNI) dan Pengembangan Kurikulum S2 Pendidikan IPA*, 2014.
- [4] Murray Print, *Curriculum development and design* (second edition). Sidney: Allen & Unwin, 1992.
- [5] Vidya, N. *Media pembelajaran berbasis audio konvensional*, 2011.
- [6] Nunan, David. *Second Lnguage Teaching & Learning*. Boston: Heinle & Heinle, 1999.
- [7] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 49 Tahun 2014 tentang Standar Nasional Pendidikan Tinggi, 2014.
- [8] Richards, Jack C. and Rodgers, Theodore, S. *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press, 2001.
- [9] Sudjana, Dr. Nana. *Penilaian Hasil Proses Belajar Mengajar*. PT. Remaja Rosdakarya: Bandung, 2009.
- [10] Sani, Abdullah R. *Penilaian Autentik*. Bumi Aksara: Jakarta., 2016.
- [11] Tarigan, Guntur H. *Dasar-Dasar Kurikulum Bahasa*. Angkasa:Kurikulum, 1992.
- [12] Izza Z. *Penggunaan Media Video Dalam Pembelajaran Bahasa Inggris* https://www.academia.edu/37217150/PENGGUNAAN_MEDIA_VIDEO_DALAM_PEMBELAJARAN_BAHASA_INGGRIS (diakses pada 16 Maret, 2013).
- [13]<https://husadaindah.wordpress.com/2012/03/31/mac-am-macam-e-learning/>
- [14] <http://www.infodiknas.com/model-pembelajaran-berbasis-e-learning.html>
- [15]<https://www.kajianpustaka.com/2014/06/pengertian-karakteristik-dan-manfaat-elearning.html>
- [16] <http://www.tugaspedia.com/2017/06/7-tips-dan-trik-cara-mengerjakan-tugas.html>
- [17]<https://www.kajianpustaka.com/2014/06/pengertian-karakteristik-dan-manfaat-elearning.html>
- [18] <http://e-dufiesta.blogspot.co.id/2008/06/pengertian-e-learning.html>