The Need of New Curriculum Policy to Develop Students' Self-Efficacy

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Abstract. The Indonesian education system regulates only two credits systems for English class in tertiary education level. Yarsi University manages the two credits to equip students with basic-English, academic skills, and job-hunting skills into extra-curricular classes. The biggest concern is to train students to be skilful in self-regulation and be outstanding in self-efficacy to prepare their portfolio through work of their interest, strength and needs. Students should know how to identify and solve problems as the demand of the digital era. The notion of preparing students to be global citizens versus university low English competence students input makes a huge gap which needs to be filled with a wiser government English credits policies. Then this research is to bring out Yarsi University Law Faculty graduates' voices on how they perceive the two-credit English policy which they encountered while they studied in Yarsi and how the programs have helped them cope with the global work-place English command. A qualitative research method, semi- structured interview, is employed to find out the answer to the questions. The research result is expected to bring out the argument for the need to policies changes in credit semester allocation.

Keywords: English Class, Credit Semester, Self-Efficacy, Self-Regulation, Tertiary Education

1 Introduction

Indonesian curriculum for higher education prepares learners to be academically and professionally skilful members of societies who are capable to implement, develop and create sciences (Mendiknas, 2000). The expected graduates are skilful in searching, understanding, explaining and formulating and solving problems in their field of expertise. Further, they have to be able to update themselves with the dynamic changes of knowledge, technology and arts.

Reaching the goal, with the authority of institutional curriculum passed by the constitution, in National Education Ministry, Number 232/U/2000, higher education manages the planning and regulation of study materials, delivery system, and assessment with credit semester as the reward for all learning load within one semester. One credit semester worths one hour face to face learning experience with the teacher, or

two-hour practice, or four-hour field work together with one to two hours independent study (Mendiknas, 2000). Moreover, the constitution lists supportive subjects to aim at skilful graduates. English is classified into the supportive subjects, the supporting system to equip and enrich learners with needed related skills as narrated in the national curriculum objective.

Institutional English Curriculum

The language center where the research is conducted treats students with a six-semester English program. The program outcome is to equip students with the skills they need to be a member of society with their expertise skills and to participate in the national and international society (Mendiknas, 2000). A valid result and a reliable process are the main considerations running the English program. Placement and exit tests at the beginning and the end of the program, homogenous learning environment, transparent assessment system, tailored curriculum development are the assurances to reach valid learning outcomes through a reliable learning process.

In detail, the program is managed in the following manner. Placement test is employed to group students into homogenous classes; basic, elementary, intermediate, advanced and proficient levels. Further, students benefit from a tailored curriculum. In the first and second semester, learners get exposure to general English. In their third and fourth semesters students are trained with academic English, namely reading, writing and presentation skills. Topic-based textbooks integrate listening and reading skills. The academic English semester is to accommodate those students in academic writing and speaking for presentation skills. For students developing their writing and presentation, they pick topics within their field of interests. The two specific programs allow students to expose themselves with the specific purpose of English. Only students from intermediate level are allowed to go to the specific programs. Their fifth and sixth semester, the center assists students to get ready for their job competition and test preparation. Exit test conducted by an internationally recognised test center closes the program.

During the program, students should escalate to higher levels. A written score orientation informs students about the program output, the passing score they have to achieve for them to study in the higher level every semester and the class ground rules. The system requires students to regulate their learning. When students acknowledge the target of their learning outcome, they will create systems to regulate their learning (Pintrich, 2000). However, it is assumed that students cannot perceive the scoring system as a target of which they need to develop strategies to achieve it. The belief in their self-capabilities of achieving a specific target is a major issue to address.

Students' self-efficacy as a term to describe learners' perception of their personal belief of their capabilities achieving a target and the capabilities to regulate themselves to develop strategies to achieve targets is a crucial key for a successful learning outcome (Bendura, 1994). Concerning that the English program is crucial to support the national curriculum, research needs to be conducted to measure students' self-belief in learning English. Importantly this research is to bring out graduates' voices

on how they have developed their self-efficacy during their study in the English program and how the experience directs them to be fit in their professional communities.

Professional Communities in the Digital Era.

A valuable individual in a professional community of the digital era is a human resource who demonstrates emotional intelligence and creativity (Gleason, 2018). Soft skills such as creativity, the ability to think outside the box, and openness to multiple perspectives are valuable within professional communities nowadays. The automation economy requires individuals to develop not only cognitive flexibility but also it requires people to have the ability to learn new skills, accept new approaches, and cope with continual social changes that allow life-long learning to happen (Lewis, 2018). Learners can obtain those skills through living and learning in an engaging environment.

Artificial intelligence experts emphasise the education system to produce graduates with the humanist qualities to meet the demand of the fourth industrial revolution era (Gleason, 2018). The ideal learning environment trains learners to be skilful in evaluating new ideas with evidence, formulating and communicating opinions, and fostering habits of self-awareness and self-criticism (Gleason, 2018 & Lewis, 2018). Future work will be based on adaptive workforces organized around projects which require problem-solving based skills. A key characteristic is that students work collaboratively in more effective engagement with discipline. The education system should deepen and diversify learners' international connections and collaborate globally (Gleason, 2018 & Lewis, 2018). Learners should acquire and utilize analytical and evaluative capabilities throughout their lives. With these qualities, learners are expected to be adaptive workforces in their professional communities.

Engaging Learning System.

With the flexible cognitive and emotional intelligence demanded in future work challenges, the learning process in the tertiary level should train students to be independent and lifelong learners. Learners embracing the belief that they have the capacity to achieve their target is an embedded curriculum education system should instil in their learners. As Bendura (1994) said that "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". A person should have a self-belief of their own capability to be able   to   perform   in   a   specific   target. Beliefs itself is known for the term self-efficacy. The term indicates a person's beliefs which determine how people feel, think, and behave. The beliefs lead people to undergo four major processes, namely cognitive, motivational, affective and selection processes (Bendura, 1994). Learners should train their thinking capability to stay focused on their learning process, raise their motivation and interests which support their future goal, and be effective to their surroundings to enhance their capability. During their study time, learners deal with obstacles and difficulties. Then, self-belief is an important capability learners should possess for a high assurance of self-

capabilities leads people to approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Further, a learning system which enables learners to develop such quality, self-efficacy, should be investigated.

Developing Self-Efficacy.

Learners' self-efficacy can be developed by a systematic structure of learning environment and assessment. The first is to set a learning environment which assures learners to mastery experience. The second is by establishing an environment which exposes learners to others' success stories. An effective way of installing a strong sense of self-efficacy to learners is by facilitating them to experience success by mastering something. The experience makes them believe they can be successful too (Bendura, 1994). Mastery experience is the emotion where learners perceive learning difficulties as the cause to regulate learning strategies and overcome the difficulties to increase persistence and performance (Abar, & Loken, 2010). When learners actively regulate their learning, a constructive process happens. This is the moment students set goals for their learning, attempt to monitor, regulate, and control their cognitive strategies, motivation, and behaviour. Learners' behaviour to indicate high self-regulation skills is seen in their meta-cognitive strategies that incorporate self-monitoring and evaluation components that allow for self-observation and self-reaction (Pintrich, 2000). One of measurable behaviours of high self-regulated skill is the time spent to study materials, the longer time spent by the learners to study a material, the higher their self-regulation. (Abar & Loken, 2010, Bendura, 1994). The education system provides rewards to compensate learners' active self-regulation by assuring transparent scoring policies will allow learners to experience success. Eventually, the experience gradually improves their self-efficacy.

Not only experiencing the success by themselves which is achieved by learners' personal active control of their learning behaviour and emotion, learners can also increase their self-efficacy through observing success experiences provided by social models (Bendura, 1994). Social persuasion is also an effective way of strengthening people's beliefs. When learners observe that their mates can be successful too, learners may develop capabilities to master comparable activities required to succeed. When learners see other success stories and they are convinced enough by their surroundings that they have what it takes to succeed, their self-efficacy will be affected positively. Social persuasion could come from fellow learners. Importantly, social persuasion can be generated from a system which gives objective measurement. Social impact of someone's growth reward is depicted in the career. In this case, one of the ways to measure learners' self-efficacy is on how they determine their career choice in the future.

Career Choice as the Evidence of Self-efficacy.
Career choice is one example of self-efficacy beliefs (Bendura, 1994). Their career choices consequently will affect related processes which learners should go through.

The choices come with its consequences which the learners have to manage and control. The wider the range of career options learners seriously consider, the greater their interest in them, and the better they prepare themselves educationally for the occupational pursuits they choose and the greater is their success (Bendura, 1994). Learners are assumed to have high self-efficacy toward their learning outcome and career options considering the fact of job challenges in the digital era.

The notion of preparing learners to be members of societies who have academic and professional skills, the demand of the current workplace leaves education institutions to set learning experience which targets to produce graduates who possess high self-efficacy. Hence, this research is to investigate how graduates perceive their learning experience in the English program set by this particular language center. This research picks graduates as the participants because they are now extending their learning into the professional communities. The research is to investigate how their self-belief have guided them to regulate their learning to make themselves able to reach their personal objectives. Their past experience will be meaningful to their current experience fitting themselves in their professional society.

Therefore, this research is to bring out the graduates' voices on:
1. How did graduates perceive their English program?
2. How did the program boost their self-efficacy?
3. How did graduates regulate their learning?
4. How does their learning experience help them cope with the global work-place?

2   Research Method

This research result is expected to bring out graduates' learning experience and how it has trained them to raise their self-efficacy and to be more independent in regulating their learnings. An interpretative phenomenological analysis (IPA) method fits the need of this research since this method takes account of the participant's experience (Giorgi, 1997) to interpret a phenomenon. IPA relies on in-depth interviews to investigate participants' experience and to obtain meaning of the research context. The in-depth interview places the participants' experience in context by making them tell information as much as possible about themselves related to the topic up to the present time (Seidman, 2006). The focus of the questions is on "how", how participants have undergone the event of their learning journey. The "how" is to have them reconstruct and narrate their past learning experience that place their participation in the professional development in the context of their lives (Giorgi, 1997).

This research takes account of graduates' voices as the focus since they are the ones who have met the stakeholder of the education system. Challenges and opportunities in the working place need to be revealed and be connected to how the curriculum has been developed to cater the stakeholders' expectations and the working place needs.

The interview in the form of semi-structured interview is conducted into two stages (Giorgi, 1997, Seidman, 2006). Interview questions are prepared to guide the interview of getting the targeted information. Firstly, the list of interview questions is given to the participants for them. The questions cater to graduates' perception about

how the system in the center has helped them develop their lifelong learner characters. After collecting the participants' general responses, the interview is paused for a week before the second interview is conducted. The pause is needed to check for the internal consistency of what participants said earlier (Giorgi, 1997). The second interview is conducted to concentrate on the concrete details of the participants' first responses. In this second interview, participants reconstruct the details of their responses. Further, participants are to reflect on the meaning of their experience by rethinking their experience. The process is to address the intellectual and emotional connections between their experience and the behaviour they have practiced.

An in-depth interview can address the question of participant's comments validity. The more than once interview structure incorporates features that enhance the accomplishment of validity. It places participants' comments in context. In addition, by interviewing a number of participants, the validity and reliability can be obtained by connecting participants' experiences and checking the comments of one participant against those of others. Finally, the goal of the process is to understand how our participants understand and make meaning of their experience. If the interview structure works to allow them to make sense to themselves as well as to the interviewer, then it has gone a long way toward validity (Giorgi, 1997).

3   Finding and Discussion

Only three out of six participants responded to the interview invitation. Participant A is a successful learner, from the interview response he stated that he made progress from elementary level and ended up to advanced level at the end of his program in the center. He currently works for a law firm and admits to having frequent interaction with foreign colleagues. He is pursuing his career as an advocate. Participant B also made excellent progress in her learning journey. She was an intermediate student and ended up in the advanced level. She is now pursuing her career as a diplomat while doing her internship for a law firm. The last participant who responded to the interview invitation, Participant C, was an intermediate student who did not make good progress in her English learning in the center. She ended up in elementary level. She did not mention her current career but she is now trying to get to her career choice as a notary. Their responses to the interview questions are classified into the following research questions.

3.1   Learners' Perception of the English program

All participants consider the English Program is important. They did not see the 2 credited semester reward a problem even though they were required to study English equivalent to 12 credit semesters. In the program students have to attend the face-to-face session for six semesters with 16 meetings in each semester. They revealed the program as sufficient and helpful to equip them with English skill. "... it's enough to help us learn English…", "…the program helps students to improve their English competence". Three participants expressed a similar tone toward the English program.

Their positive responses to the program is the indicator that the participants see the value of the program and they try to make the best use of the program for their competence improvement. The length of the program which requires them to go to classes for six semesters while they are only rewarded for two credits for all the effort indicates the learners see the program as a vehicle to improve their self-capabilities. Theoretically, the person who perceives challenges and can put value in it for self - improvement is the indicator for having high self-efficacy (Abar & Loken, 2010; Pintrich, 2000, Sun & Anderman, 2018).

The center allocates one meeting for 90 minutes for the teachers and students to discuss the policy written document. The session is to assure learners acknowledge their path and the passing bar. When the learners have perceived the program as a media for self-improvement, next, a transparent assessment policy should be established. Score and target transparency is the key for students to encourage themselves to perform high (Abar & Loken, 2010; Pintrich, 2000, Sun & Anderman, 2018).

3.2   Boosting Learners' Self-efficacy

Semester targets, passing score, and ground rules of the class learning of the language center are stated in a written contract. The contract is discussed in the first meeting of the semester. The contract is to set learning goals for students. When students have already had learning goals to achieve, the learners should activate and sustain their cognition, behaviours, and emotions in a systematic way (Pintrich, 2000). The score orientation is to guide learners in managing their behaviours so they are always oriented to mastery. The guidance is expected for students to experience success.

In this research context, all participants agree that the score orientation session as "... it is sure to give a clear direction of what to achieve." (Participant A), "It helps us, the students, to get a description which we will go through for one semester. And also, the score orientation gives students score transparency to achieve. So, we know how to get the score we want" said Participant B. Participant C could also see the target as a bar which she has to reach. All respondents agree that the score orientation about what students should achieve every semester in the center boosts their personal target of what to achieve. However, two of the participants could perceive the score transparency as a motivation for self-improvement.

Importantly, the written document in which participants see the score transparency also guides learners on how to regulate their learning to achieve high outcomes. The written document not only discusses the passing score but it also discusses class agreement of what to do to collect scores and the level progress they should achieve every semester. By knowing the work that needs to be done to obtain expected outcome, the learners should have been able to regulate their learning strategies (Pintrich, 2000).

About the levelling, all participants approve that it is beneficial for them to motivate themselves to go to a higher level. Their motivation which depicts how they manage their learning is the indicator that learners have developed their study self-regulation skills (Abar & Loken, 2010; Sun & Anderman, 2018). "Levelling increases students' motivation to improve their English" (Participant A), "levelling makes me

always work harder so I can go to a higher level" (Participant B). When they determine to improve their English by moving to a higher level, they study harder to meet the clear objectives set by the center.

Importantly the levelling is also beneficial not only for learners' self-efficacy but also it is beneficial for learners' self-regulation. Participant C claimed that the levelling helped her reduce her negative emotion, such as the feeling of inferiority and insecurity. "…levelling can help me reduce my inferior and not confident feeling for my low English competence. By being in the same level with similar competent students, I can motivate myself to go to a higher level." (Participant C). Learners' capability to overcome obstacles in their learning and their strategy to manage problems caused by their learning orientation which is oriented to mastery (Bendura, 1994). They aim to succeed. Compared to those participants, the information from Participant A might be accountable to reveal the voices of a low capability group of students. Unfortunately, this group of students perceive score orientation about passing grade and levelling as discouraging information. Participant A conveyed that "Score orientation is good, but only for particular classes. It could be that some students from low level felt that the policy "kills" their interest to study English." These students might not be able to perceive the levelling as an encouraging challenge for them to be better. Instead, they consider it discouraging "... the levelling makes some students, specially from low level, be not confident to study with their mates from higher level" exclaimed Participant A. The lines indicate that students with low cognitive ability tend to avoid problems. (Abar & Loken, 2010; Sun & Anderman, 2018). Their low self-efficacy, to believe that they too can also reach the expected outcome, prevent them from developing strategies to regulate their learning.

It can be assumed that the assessment policies which are meant to persuade learners to boost their self-efficacy perception fail to lead these students to try hard enough to succeed. When learners are persuaded, they will be able to promote a sense of personal efficacy and skill development (Bendura, 1994). The claim stating that boosting self-efficacy and self-regulation indeed takes a long process (Abar & Loken, 2010). In this research context, a transparent assessment policy cannot persuade students with low English competence to modify their personal efficacy supports the claim. As a result, students cannot manage their negative emotions and choose to quit from striving for success.

3.3   Learners' Self-Regulation

Self-regulated learning is measured through learners' behaviour. People cultivate different competencies, interests and social networks that determine life courses. Any factor that influences choice behaviour can profoundly affect the direction of personal development. Two of the participants are concluded to have developed particular behaviour to regulate their learning as the result of their self-efficacy.

Successful efficacy builders measure success in terms of self-improvement. The stronger they perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them. "They set themselves challenging goals and maintain strong commitment to them" Bendura (1994). The com-

mitment is shown by Participant A. He explained "…to reach higher level, I tried to understand more materials, and I tried to keep on looking information and learn with mates from higher level. I also studied with my friend who was an English club chairman". His consistency and determination for self-improvement is seen in his behaviour. Not only he studied by himself, he also kept on searching information which benefit him. He knew where to seek for help. In addition, his personal efficacy influences his choices of activities and environments. His lines indicates that he chose to seek help from people he believed to have positive influence for him.   His behaviour indicates that his determination influences his behaviour to the direction of personal development

Meanwhile, Participant B recalled that "My learning strategy in English was by being more resilient and diligent, being more active and responsive in the class. I also did self-reflection and spent more time exercising in English". Her behaviour of being resilient and being responsive in the class indicates her determination to self-improvement. Her behaviour being "responsive and reflective" could be caused by the social influences she adopted in selected environments which motivate her to continue to promote certain competencies, values, and interests. This decision is the result of self-efficacy determination (Bendura, 1994).

Self-efficacy affects someone's motivation. Self-efficacy determines someone's goals, effort to expend, perseverance when facing difficulties, and it also affects someone's resilience to failures. Even though Participant C faces failure as she described below "…my levelling went up and sometimes went down. That's because I did not really focus on completing my tasks and doing my exams". She considers the failure as her own insufficient effort or deficient knowledge and skills. It indicates she has the self-reflection and self-monitor skills which is generated from her self-efficacy (Abar & Loken, 2010; Pintrich, 2000). Unfortunately, the interview did not dig further on how she approached the failure afterward. However, her self-reflection skill is one of indicators that she has self-efficacy since she can see the cause of failure objectively. High self-efficacy learners approach failure with assurance that they can exercise control over them (Abar & Loken, 2010; Bendura, 1994). Flexibility in dealing with failure is a crucial quality in lifelong learning.

3.4   Learning Experience to Cope with the Global Work-place

Due to the dynamic challenges in the workplace, a professional community provides people an impactful source of personal growth through a learning process (Bendura, 1994, Gleason, 2018, Lewis, 2018). People's choices of career consequently affect their self-belief of being able to reach and cope with the challenges in the working place (Bendura, 1994). From the interview, it revealed that the three participants here are outspoken about their career choices when they were in college. Three of them believe in obtaining a career which suits their education and the profession. (Participant A) said "..to be an advocate, … ", "Participants B wants to be a diplomat and C is pursuing a career as a notary. Their career options indicate their high level of self-efficacy, they believe in themselves that they can achieve a prestigious career.

Moreover, their self-efficacy once again proved high with their belief that they have what it takes to get the career (Bendura, 1994). Participant A claimed that "Ya, I have the skills to obtain my career from my study in the university, and I did my internship in a Law firm. During the internship I interacted with foreigners and we communicated in English. I learned how to write a legal contract, and it's in English". Participant B claimed that "Yes, I think I have the skills". Both Participant B and C did not elaborate the point to reflect her personal skills which make them proper for the career they are pursuing.

Two participants' responses reveal the truth on how participants' learning experience helps them cope with the global work-place. Participant A claimed "I learned to be independent in my own learning, I know what I need". Participant B claimed "Discipline that I learned when coming to English classes is my capital". Being independent learners, the character of being disciplined, and the language competence are the capital for being valuable knowledge workers which learners obtained from the program as an engaging learning environment. The notion of an education system to prepare learners to be responsible in their lives by developing learners' noncognitive traits and character might have been achieved by the English program. In other words, the system in the language center helps participants develop industrial economic automation character.

4   Conclusion

The system has been developed which relies much on students' self-efficacy and self-regulation. To promote students to develop their self-efficacy and self-regulation, the center believes that a clear program objective, transparent scoring system can be established by having all rules and policies written and discussed regularly with the students. The written contract is the center's method to persuade learners so they possess the capabilities to master English. Further, the center expects learners to mobilize greater effort and sustain it to master English. However, some students quarrel with self-doubts and struggle with their personal shortage, it becomes a problem. Further research should be conducted to reveal how these students finish the program and how it affects their future career.

The research reveals that with such systematic persuasion and social models designed in this tertiary level of education to boost students' self-efficacy and self-regulation, yet majority students cannot perceive it as an opportunity for them to meet the real challenges in the future. By the evidence that raising students' self-efficacy and self-regulation is not an instant job, hence, such education policy and assessment should be managed to expose students to be more confident and independent with their learning from early education. The education system which trains learners to set high targets, develop particular efforts when they face failure, and quickly recover their sense of efficacy after failures needs to be formulated.

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