



Islamic State University
Walisongo Semarang

CURRICULUM DEVELOPMENT REPORT

**BACHELOR OF
ENGLISH LANGUAGE EDUCATION
(BELE)**

**FACULTY OF
TARBIYAH AND TEACHER TRAINING**

2025



FOREWORD

This document presents the Curriculum Development Report for the Bachelor of English Language Education programme at the Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang. Its preparation is a response to the dynamic demands of the 21st-century educational landscape, the evolving needs of stakeholders, and the strategic vision of the university. The development process has been guided by a commitment to align with the Indonesian National Qualifications Framework (KKNI), National Higher Education Standards (SN-Dikti), and the principles of Outcome-Based Education (OBE), within the broader context of the *Merdeka Belajar Kampus Merdeka* (MBKM) policy.

We extend our profound gratitude to Allah SWT for His grace and guidance, which enabled the completion of this comprehensive curriculum. This endeavour represents a significant collaborative effort, drawing upon the expertise and dedication of the curriculum development team, academic leadership, and valued inputs from internal and external stakeholders, including alumni and industry partners. Their insights, gathered through rigorous tracer studies and evaluation workshops, have been instrumental in ensuring the curriculum's relevance, rigour, and responsiveness to both contemporary challenges and future opportunities.

The revised curriculum is designed to cultivate graduates who are not only proficient in English language pedagogy but are also critical thinkers, innovative educators, and ethical professionals grounded in Islamic values and the principle of the unity of sciences. It integrates technological literacy, research competencies, and entrepreneurial mindsets, preparing our students to excel as English language specialists, educational practitioners, or creative edutechnopreneurs in formal, non-formal, and global contexts.

We acknowledge that curriculum development is a continuous process of reflection and enhancement. Therefore, we welcome constructive feedback from all academic communities and stakeholders to refine this living document further. It is our sincere hope that this OBE-based curriculum will serve as an effective blueprint for delivering high-quality education, empowering our students to contribute meaningfully to society and the advancement of civilisation.

Semarang, 24 May 2024

Head of English Language Education Programe

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CHAPTER I INTRODUCTION

1. Background: Responding to Global and Local Dynamics

The landscape of higher education, particularly in the field of English Language Education, is undergoing a profound transformation driven by interconnected global and local forces. The development of this Bachelor of English Language Education curriculum is a direct and strategic response to these dynamics, positioning the programme at UIN Walisongo Semarang to produce graduates who are not merely reactive but proactive agents of change in a complex world.

Globally, the acceleration of digital technology, the imperatives of the Fourth Industrial Revolution (Industry 4.0), and the ensuing transition towards a Society 5.0 paradigm demand a fundamental re-evaluation of educational outcomes. The concept of literacy has expanded beyond traditional reading and writing to encompass data literacy, technological literacy, and humanistic literacy. In this context, the role of the English language educator transcends being a mere transmitter of grammatical knowledge. It evolves into that of a facilitator who must equip learners with the multimodal communication skills, critical digital competencies, and intercultural awareness necessary to navigate and contribute to a hyper-connected, information-saturated global community. The curriculum, therefore, moves beyond conventional pedagogical models to integrate technology-enhanced learning, digital content creation, and a focus on global Englishes and intercultural communication.

Concurrently, at the national and local levels, Indonesia's commitment to improving educational quality, as enshrined in the *Merdeka Belajar Kampus Merdeka* (MBKM or Independent Learning-Independent Campus) policy, provides both a mandate and an opportunity. This policy encourages flexibility, innovation, and real-world experience, urging study programmes to break down institutional walls and foster collaborations with the worlds of work, industry, and community. Furthermore, the specific mission of UIN Walisongo as an Islamic research university based on the "unity of sciences" (*integrasi ilmu*) adds a unique dimension. This vision calls for an educational approach that harmonises religious values, ethical principles, and modern scientific knowledge, producing graduates who are both professionally competent and spiritually grounded.

Anchoring this development process is critical evidence from internal and external evaluations. Comprehensive tracer studies of alumni from 2017-2024 reveal a compelling narrative: while a significant majority (95%) secure employment, often swiftly after

graduation, there is a clear call for enhanced practical experience, stronger industry linkages, and updated pedagogical content, including areas like pragmatics and educational technology. Feedback from employers and alumni underscores the need for graduates who are not only skilled teachers but also adaptable language practitioners and innovative entrepreneurs. Internal assessments of teaching and learning processes further highlight areas for strengthening interactive, student-centred, and research-integrated methodologies.

Thus, the background to this curriculum revision is not one of arbitrary change but of necessary evolution. It is driven by the confluence of global educational trends, national policy shifts, institutional vision, and empirical feedback from stakeholders. This new curriculum is designed as a dynamic framework to bridge the gap between academic theory and professional practice, between global competencies and local wisdom, and between technological advancement and enduring human values. It aims to educate English language professionals who are resilient, reflective, and ready to shape the future of education in Indonesia and beyond.

2. Legal and Philosophical Foundations

The development of this Outcome-Based Education (OBE) curriculum for the Bachelor of English Language Education is firmly anchored in a robust tripartite foundation: legal compliance, philosophical coherence, and pedagogical soundness. This ensures the programme is not only administratively valid but also intellectually rigorous and ethically guided.

The **legal framework** provides the mandatory structure and national standards for higher education in Indonesia. This curriculum adheres meticulously to a comprehensive hierarchy of regulations, including: Law Number 12 of 2012 concerning Higher Education; Government Regulation Number 4 of 2014 on the Implementation of Higher Education; and the Minister of Education and Culture Regulation Number 3 of 2020 on National Higher Education Standards (SN-Dikti). Crucially, it is aligned with the Presidential Regulation on the Indonesian National Qualifications Framework (KKNI), which defines level 6 bachelor's degree competencies. Specific directives for Islamic higher education, such as the Decree of the Director General of Islamic Education Number 102 of 2019 concerning Religious Standards, and the statutes of UIN Walisongo Semarang, have been integrally incorporated. Furthermore, the curriculum is explicitly designed to operationalise the national *Merdeka Belajar Kampus Merdeka* (MBKM) policy, enabling flexible learning pathways and credit recognition for activities outside the traditional classroom.

Underpinning this legal structure is a deliberate **philosophical foundation**. The curriculum is guided by the Islamic philosophical principle of the “unity of sciences” (*wahdatul ‘ulum*), a cornerstone of UIN Walisongo’s vision. This principle rejects the dichotomy between religious and secular knowledge, advocating instead for their integration. In practical terms, this means that the study of English language pedagogy, linguistics, and literature is consciously framed and enriched by Islamic ethics, values, and a holistic understanding of human development. The graduate is envisioned as an educator who sees teaching as a form of worship (*ibadah*), who applies pedagogical knowledge with integrity (*amanah*), and who serves as a role model (*uswah hasanah*).

This philosophical stance is coupled with a **sociological and psychological foundation**. Sociologically, the curriculum acknowledges that education is a social and cultural process. It is designed to be context-sensitive, respecting Indonesian and local Javanese wisdom while preparing students to engage with global diversity and uphold principles of religious moderation (*moderasi beragama*). Psychologically, the curriculum embraces constructivist and social-constructivist learning theories. It posits that students actively construct knowledge through experience, interaction, and reflection. Therefore, the learning process is designed to be student-centred, collaborative, and experiential, fostering not only cognitive development but also critical thinking, creativity, and lifelong learning habits. The OBE model itself is a manifestation of this, focusing on demonstrable competencies and deep understanding rather than passive content absorption.

In synthesis, these foundations are not separate layers but an interconnected system. The legal framework ensures quality and standardisation; the Islamic-unity-of-sciences philosophy provides the moral and intellectual compass; and the sociological-psychological principles inform the methodology of teaching and learning. Together, they create a coherent educational paradigm that aims to produce “*insan kamil*” – holistic individuals who are proficient English education professionals, devout in faith, ethical in character, and valuable contributors to civilisation.

3. Objectives of Curriculum Development

The revision and formulation of this OBE-based curriculum are driven by a set of clear, interconnected, and strategic objectives. These objectives translate the broader vision and responsive background into concrete, actionable aims for the Bachelor of English Language Education programme at UIN Walisongo Semarang. They serve as the definitive goals against which the success of the curriculum’s implementation will be measured.

Primary Objective: To design and implement a contemporary, relevant, and rigorous curriculum that produces graduates with comprehensive, demonstrable competencies aligned with Level 6 of the KKNI, National Higher Education Standards, and the specific Graduate Learning Outcomes (PLO) of the programme.

To achieve this overarching aim, the development process is directed by the following specific objectives:

1. **To Enhance Graduate Competitiveness and Employability:** The curriculum is explicitly designed to bridge the academia-industry gap. This involves restructuring course content and learning experiences to develop not only core teaching skills but also broader professional attributes such as digital literacy, research capability, entrepreneurial initiative, and managerial acumen. By doing so, it aims to expand graduate profiles beyond traditional school teachers to include language practitioners, content developers, educational consultants, and edutechnopreneurs, thereby improving employability in diverse and evolving sectors.
2. **To Fully Integrate the *Merdeka Belajar Kampus Merdeka (MBKM)* Policy:** A key objective is to operationalise the MBKM framework by creating structured, credit-bearing pathways for student learning outside the study programme. This includes designing mechanisms for internships, community service projects, entrepreneurship activities, student exchanges, and research in other disciplines. The objective is to provide students with authentic, real-world experiences that foster independence, adaptability, and a broader perspective on their professional role in society.
3. **To Embed the Principle of the Unity of Sciences and Islamic Values:** The curriculum aims to move beyond tokenistic inclusion to a deep integration of Islamic ethics and the unity of knowledge into the fabric of the programme. This means designing learning activities, assessment tasks, and course materials that encourage students to critically reflect on the ethical dimensions of language teaching, the role of education in building character, and the application of Islamic principles such as justice, compassion, and truth-seeking in their professional practice.
4. **To Foster a Student-Centred, Outcome-Based Learning Ecosystem:** The shift to an OBE paradigm is a fundamental objective. This requires moving from a lecturer-centred, content-delivery model to a learning environment where activities, assessments, and resources are meticulously aligned to achieve specific Course Learning Outcomes (CLO) and PLOs. The objective is to create a transparent, accountable, and engaging learning process where students take ownership of their

learning journey, developing critical thinking, collaborative skills, and the capacity for continuous self-improvement.

5. **To Strengthen the Programme's Foundation in Research and Innovation:** The curriculum is designed to cultivate a strong research culture among both students and lecturers. This involves sequencing research methodology courses effectively, integrating small-scale research projects into various subjects, and culminating in a robust final project or thesis. The objective is to produce graduates who are not just consumers of pedagogical knowledge but critical evaluators and potential contributors to the field of English Language Teaching through evidence-based practice and innovation.
6. **To Establish a Framework for Continuous Quality Improvement (CQI):** The curriculum document is conceived not as a static product but as the core of a dynamic quality assurance cycle. An objective of its design is to facilitate systematic evaluation through tools like tracer studies, learning outcome assessments, and stakeholder feedback. This ensures the curriculum remains responsive to change and is perpetually refined to maintain its relevance, effectiveness, and excellence.

4. Scope and Development Process

The scope of this curriculum development is comprehensive, encompassing all structural, content, and procedural elements necessary for the effective delivery of the Bachelor of English Language Education programme. Its development followed a rigorous, participatory, and iterative process to ensure quality, relevance, and broad ownership.

Scope of the Curriculum:

The curriculum defines the entire educational offering for the programme, including:

- **Graduate Profiles and Outcomes:** The specification of three main graduate profiles (English Language Specialist Educator, Language Practitioner, and Edutechnopreneur) and the eight detailed Programme Learning Outcomes (PLOs) that define the essential attitudes, knowledge, and skills of graduates.
- **Body of Knowledge and Course Matrix:** The systematic organisation of required knowledge into six key areas (Basic Language Skills, Language Pedagogy, Language Teaching, Research, Edu-Tech Entrepreneurship, and Islamic Literacy) and their mapping onto a structured sequence of courses over eight semesters.
- **Course Structure and Credit Weighting:** The detailed list of compulsory university courses, faculty courses, programme core courses, and elective courses, along with

their assigned credit hours (SKS), determining the total workload and academic pathway.

- **Learning and Assessment Strategies:** The pedagogical approaches, teaching methods, and a comprehensive assessment framework (including techniques, weightings, rubrics, and portfolio requirements) aligned with OBE principles to measure the achievement of CLOs and PLOs.
- **MBKM Implementation Plan:** The specific models, mechanisms, and quality assurance procedures for facilitating student learning activities for up to three semesters outside the study programme.
- **Curriculum Management and Evaluation Mechanisms:** The defined processes for curriculum implementation, monitoring, review, and continuous improvement within the university's Internal Quality Assurance System (SPMI).

The Development Process:

The formulation of this curriculum was the result of a meticulous, multi-stage process conducted throughout 2024:

1. **Evaluation and Analysis Phase:** The process commenced with a critical review of the existing curriculum, informed by data from graduate tracer studies (2017-2024), alumni and employer feedback, and internal evaluations of teaching and learning effectiveness. This diagnostic phase identified strengths to retain and gaps to address.
2. **Stakeholder Engagement and Benchmarking:** A series of intensive workshops and forums were held, involving faculty leadership, lecturers, and students. Crucially, external input was sought through engagement with the Association of Indonesian English Education Study Programmes (APSPBI) and by inviting national curriculum experts, such as Prof. Handoyo Puji Widodo, Ph.D., to provide insights into global trends and best practices in OBE design.
3. **Formulation and Design Phase:** Based on the analysis and input, the Curriculum Development Team drafted the core components: the revised academic vision, programme educational objectives (PEO), graduate profiles, and the eight PLOs. These were then meticulously broken down into a Body of Knowledge, which was mapped onto specific courses (MK). The course structure, semester layout, and credit distribution were designed to ensure coherent and progressive learning.
4. **Alignment and Mapping Phase:** A critical technical step involved creating detailed mapping matrices to ensure constructive alignment. This included mapping PLOs to national standards (SN-Dikti), PLOs to Graduate Profiles, PLOs to the Body of

Knowledge, and finally, PLOs and CLOs to individual courses and their assessment instruments. This step guarantees transparency and traceability in how each course contributes to the final graduate competencies.

5. **Documentation and Approval Phase:** The complete curriculum was compiled into this comprehensive handbook. The document underwent internal reviews and revisions before being formalised through the university's academic governance structure, culminating in the Rector's Decree Number 468 of 2024, which legally enacted the UIN Walisongo Curriculum for the year 2024.

This structured, evidence-based, and collaborative process ensures that the resulting curriculum is a robust, credible, and implementable blueprint for educating the next generation of English language education professionals at UIN Walisongo Semarang.

CHAPTER II DEVELOPMENT METHODS

1. Systemic and Participatory Approach

The development of the 2024 Bachelor of English Language Education curriculum was guided by a dual commitment: systematic rigour and inclusive participation. This dual-pronged methodology was not merely procedural but philosophical, ensuring the final curriculum was both structurally sound, adhering to national and international standards, and contextually relevant, embodying the needs and aspirations of its direct stakeholders. The approach can be delineated as a **Systemic-Participatory Development Model**.

The Systemic Approach:

A systemic approach views the curriculum not as a random collection of courses but as a complex, interconnected system where every component must function cohesively to achieve the overarching educational goals. This perspective was operationalised through the adoption of the **Outcome-Based Education (OBE)** framework as the primary architectural principle. The OBE model provided a logical, top-down systematic flow:

1. **Defining the System's Purpose:** The process began by unequivocally defining the "why" – the Programme Educational Objectives (PEOs) aligned with societal and institutional needs.
2. **Specifying Desired Outputs:** From the PEOs, clear and measurable Programme Learning Outcomes (PLOs) were derived, describing the competencies graduates must possess.
3. **Designing the Transformation Process:** Courses, learning activities, and assessments were then systematically designed *backwards* from these PLOs, ensuring a direct and traceable alignment. This involved creating detailed mapping matrices (PLO-to-Course, PLO-to-Assessment, etc.) to visualise and verify the coherence of the entire system.
4. **Incorporating Feedback Loops:** The systemic design explicitly included mechanisms for evaluation (tracer studies, learning outcome assessments, stakeholder surveys) as integral feedback loops, positioning the curriculum as a dynamic, self-improving system rather than a static document.

This systemic rigour ensured the curriculum met the technical requirements of the Indonesian National Qualifications Framework (KKNI), National Higher Education Standards (SN-

Dikti), and global OBE benchmarks, guaranteeing its academic validity and structural integrity.

The Participatory Approach:

Concurrent with this systematic design was a deeply **participatory and consultative process**. Recognising that a curriculum imposed from the top-down risks being irrelevant or impractical, the development team actively engaged a wide spectrum of stakeholders throughout the journey. This participation served multiple purposes: it democratised ownership, grounded the curriculum in real-world evidence, and harnessed collective expertise.

The participatory approach was characterised by multi-tiered engagement:

- **Internal Stakeholders:** Intensive workshops and meetings were conducted with the Faculty of Tarbiyah and Teacher Training (FITK) leadership, the Department Chair, all lecturers of the English Language Education programme, and student representatives. These sessions focused on evaluating the existing curriculum, brainstorming graduate profiles, and scrutinising course content and sequencing.
- **External Stakeholders (End-Users):** The voices of graduates and employers were given paramount importance. A comprehensive **tracer study** of alumni from 2017-2024 was conducted, analysing employment trends, job suitability, income levels, and, most critically, gathering qualitative feedback on the strengths and weaknesses of their academic preparation. This data provided empirical, demand-driven evidence for curriculum changes.
- **Expert and Professional Input:** To benchmark against national best practices and incorporate contemporary pedagogical thought, the process engaged with the **Association of Indonesian English Education Study Programmes (APSPBI)**. Furthermore, a national curriculum expert, **Prof. Handoyo Puji Widodo, Ph.D.**, was invited to provide a masterclass and critical review, injecting insights into global ELT trends, OBE implementation, and curriculum innovation.

Synthesis of the Two Approaches:

The systemic and participatory approaches were not sequential but synergistic. The participatory forums generated the raw data, ideas, and contextual needs. The systemic OBE framework then provided the structured methodology to analyse this input, prioritise it, and translate it into a logically coherent curriculum architecture. For instance, alumni feedback calling for more "practical experience" and "technology skills" (participatory input) was systematically addressed by increasing the weight of practicum credits, integrating a

mandatory Microteaching and School Internship (PLP) sequence, and embedding courses like *Technology-Enhanced Language Learning (TELL)* and *ICT-based Materials Development* (systemic design).

This **Systemic-Participatory Development Model** ensured the 2024 curriculum is a robust, evidence-based, and collectively owned blueprint. It is systematic enough to ensure quality and alignment with standards, yet participatory enough to remain deeply connected to the realities of the classroom, the job market, and the university's unique mission, thereby maximising its potential for successful implementation and impact.

2. Stages of the Curriculum Development Method

The formulation of the 2024 curriculum was executed through a deliberate, multi-phase process, moving from analysis and conception to detailed design, validation, and formal enactment. Each stage built upon the previous, ensuring a comprehensive and logically sequenced development journey. The key stages are outlined below:

Stage 1: Evaluation and Diagnostic Analysis (Needs Assessment)

This foundational stage was dedicated to understanding the starting point and defining the need for change. It was a data-intensive phase involving both internal and external analysis:

- **Internal Curriculum Audit:** A thorough review of the previously implemented curriculum was conducted to identify structural strengths, content gaps, and areas of misalignment with evolving university policies and national standards.
- **Stakeholder Feedback Analysis:** Data from existing student evaluations of teaching (EDOM), graduate satisfaction surveys, and informal lecturer feedback was collated to gauge the perceived effectiveness of the prior programme.
- **Comprehensive Tracer Study:** A pivotal activity was the execution of a detailed tracer study targeting alumni from the 2017-2024 cohorts and their employers. This study quantitatively and qualitatively analysed graduate employment outcomes, career trajectories, the relevance of their studies to their work, and specific suggestions for improvement. The findings provided an empirical, external benchmark for curriculum relevance.
- **Environmental Scanning:** An analysis of global trends in ELT (e.g., digital pedagogy, CLIL, global Englishes), national policy shifts (MBKM), and institutional strategic plans (UIN Walisongo's vision for 2038) was conducted to ensure the new curriculum would be forward-looking.

Stage 2: Visioning and Framework Formulation

With the diagnostic data in hand, the development team moved to establish the strategic direction and core framework of the new curriculum.

- **Redefinition of Vision and PEOs:** The academic vision of the study programme was refined to explicitly incorporate technology, social constructivism, and the "unity of sciences." The Programme Educational Objectives (PEOs) were revisited and sharpened to reflect the needs identified in Stage 1.
- **Derivation of Graduate Profiles and PLOs:** Three distinct graduate profiles (Educator, Practitioner, Entrepreneur) were formally defined. From these profiles and the KKNi Level 6 descriptors, the eight core Programme Learning Outcomes (PLOs) were meticulously formulated, covering Attitude, Knowledge, General Skills, and Specialised Skills.
- **Stakeholder Validation Workshops:** The draft vision, PEOs, profiles, and PLOs were presented in workshops involving faculty leadership, all programme lecturers, and student representatives for discussion, critique, and consensus-building.

Stage 3: Architectural Design and Course Development

This was the core technical design phase, translating the high-level framework into a detailed curricular structure.

- **Definition of the Body of Knowledge (BoK):** The essential domains of knowledge required to achieve the PLOs were identified and categorised into six main areas: Basic Language Skills, Language Pedagogy, Language Teaching, Research, Edu-Tech Entrepreneurship, and Islamic Literacy & Citizenship.
- **Course Formation and Structuring:** Each BoK area was operationalised into specific courses. Existing courses were reviewed, renamed, merged, or eliminated, and new courses were created (e.g., *Critical Discourse Analysis*, *EdTech Entrepreneurship*). A semester-by-semester course structure was designed to ensure logical prerequisite sequencing and a balanced credit load.
- **Constructive Alignment Mapping:** The critical "backward design" work was performed. Detailed matrices were created to map:
 - PLOs onto SN-DIKTI standards.
 - PLOs onto Graduate Profiles.
 - PLOs onto the Body of Knowledge.
 - PLOs and BoK onto individual Courses (MK).

- This step ensured traceability, proving how every course contributes directly to the ultimate graduate competencies.

Stage 4: Pedagogical and Assessment Strategy Design

The focus shifted from *what* is taught to *how* it is taught and assessed.

- **Learning Strategy Formulation:** Guided by social constructivist theory, appropriate student-centred learning methods were prescribed for different course types—e.g., project-based learning for materials development, case studies for methodology, practicums for teaching skills.
- **MBKM Pathway Integration:** Concrete models for implementing the *Merdeka Belajar* policy were designed, specifying how credits would be earned and recognised for internships, entrepreneurship, community service, and independent studies outside the programme.
- **Assessment Framework Development:** A comprehensive OBE-aligned assessment system was built. This included defining assessment techniques (portfolios, performances, projects, tests), developing standardised assessment rubrics for each PLO, and creating formulas for calculating final course grades and aggregating them into overall PLO achievement scores.

Stage 5: Documentation, Validation, and Enactment

The final stage involved consolidating the work into a formal document and securing the necessary approvals.

- **Handbook Compilation:** All components from the previous stages were synthesised into a coherent Curriculum Handbook (this document), complete with tables, matrices, and explanatory text.
- **Internal Review and Finalisation:** The draft handbook underwent rigorous internal review by the Curriculum Development Team, the Study Programme Chair, and the Dean of FITK for consistency, completeness, and clarity.
- **Academic Senate and Legal Enactment:** The finalised curriculum was presented to the UIN Walisongo Academic Senate for academic endorsement. Following Senate approval, it was formalised through the issuance of the **Rector's Decree Number 468 of 2024**, legally establishing it as the official curriculum for the 2024/2025 academic year onward.

Stage 6: Implementation Planning (Ongoing)

While the development method concludes with enactment, the process inherently includes planning for the next phase. This involved:

- **Socialisation Plan:** Designing workshops and materials to introduce the new curriculum to all lecturers, administrative staff, and incoming students.
- **Lecturer Capacity Building:** Identifying training needs for lecturers on OBE implementation, new course content, and contemporary assessment methods.
- **Monitoring and Evaluation Framework:** Establishing the protocols and timelines for the continuous collection of data (e.g., CLO attainment rates, new tracer studies) to feed into the next cycle of curriculum review and improvement, thus closing the loop and ensuring the systemic nature of the development model endures.

CHAPTER III

EVALUATION RESULTS AND EXPERT RECOMMENDATIONS

1. Evaluation Approach

A robust, multi-faceted evaluation approach was fundamental to the development of the 2024 curriculum, moving beyond intuition to ground all decisions in empirical data and expert validation. This approach systematically combined retrospective analysis of past performance with prospective, strategic benchmarking against external standards and contemporary best practices. The methodology can be categorised into three primary, interlinked strands: **Internal Stakeholder Feedback, External Outcome Analysis, and Expert Benchmarking.**

1. Internal Stakeholder Feedback on Teaching and Learning Processes:

A comprehensive internal evaluation was conducted to assess the effectiveness of the *implementation* of the previous curriculum. This focused on the characteristics of the learning process itself, as perceived by direct participants. Data was gathered through structured surveys and institutional data analysis:

- **Student Evaluation of Lecturers (EDOM):** Semesterly institutional data on lecturer performance was aggregated and analysed. This provided insights into areas such as lecturers' mastery of material, communication skills, ability to create interactive classrooms, provision of feedback, and integration of the university's vision (unity of sciences, religious moderation).
- **Assessment of Learning Process Characteristics:** A dedicated survey evaluated the extent to which core pedagogical principles were being realised in practice. Students rated the learning environment across nine key dimensions: **Interactive, Holistic, Integrative, Scientific, Contextual, Thematic, Effective, Collaborative, and Student-Centred.** This diagnostic tool moved beyond satisfaction to measure the pedagogical health of the programme.
- **Assessment of Lecturer Assessment Practices:** Another survey strand examined the quality of assessment from the student perspective, evaluating whether it was **Educative** (supporting learning), **Authentic** (connected to real-world tasks), **Objective** (based on clear rubrics), **Accountable**, and **Transparent.** This was crucial for aligning the new curriculum with OBE's emphasis on robust assessment.

2. External Outcome Analysis via Tracer Studies:

To evaluate the ultimate *impact* of the curriculum—the success of its graduates—a comprehensive tracer study was executed. This quantitative and qualitative analysis targeted alumni from the 2017-2024 cohorts and, where possible, their employers. The study investigated:

- **Employment Outcomes:** Employment rates, time-to-employment, job titles, sectors of employment, and salary ranges.
- **Relevance and Competence:** The perceived relevance of the curriculum to their current work, the adequacy of their skills and knowledge, and identified gaps between university preparation and workplace demands.
- **Career Trajectory:** Further study rates and the long-term career development of alumni.
- **Qualitative Feedback:** Open-ended responses provided rich, narrative data on specific strengths of the programme ("strong theoretical foundation in pedagogy") and critical areas for improvement ("need more practical teaching experience," "include courses on educational technology and materials development," "enhance focus on pragmatics and business English").

3. Expert Benchmarking and Strategic Input:

To ensure the new curriculum was forward-looking and aligned with national and international standards, formal external expertise was engaged:

- **Engagement with Professional Associations:** Active participation in the **Association of Indonesian English Education Study Programmes (APSPBI)** provided a platform for benchmarking against national norms, understanding common challenges, and adopting emerging best practices in ELT curriculum design across Indonesia.
- **Consultation with a National Curriculum Expert:** A pivotal component was the engagement of **Prof. Handoyo Puji Widodo, Ph.D.**, a recognised authority in ELT and curriculum development. Prof. Handoyo was commissioned to:
 - Review the draft curriculum framework and course structures.
 - Provide a critical analysis based on global trends in outcome-based education, language teaching methodologies, and graduate attribute development.
 - Offer specific, evidence-based recommendations for enhancing the curriculum's relevance, rigor, and innovation potential.

- Lead a workshop for the development team and faculty to build capacity in contemporary curriculum design principles.

Synthesis of the Evaluation Approach:

This tripartite approach created a powerful evaluative ecosystem. The internal feedback diagnosed the *process*, the tracer studies measured the *product* (graduate outcomes), and the expert benchmarking provided the *future-oriented perspective*. Data from each strand was triangulated; for example, a tracer study recommendation for more technology skills would be cross-referenced with internal surveys potentially showing low ratings for "integrative" or "contextual" learning using technology, and then validated by the expert's emphasis on digital pedagogy. This rigorous, evidence-based approach ensured that every significant change in the 2024 curriculum was a direct, justifiable response to identified needs, stakeholder voices, and authoritative professional guidance.

2. Evaluation Results and Recommendations from Experts

The evaluation process yielded a wealth of specific data, which was synthesised into clear findings. These findings, combined with formal expert recommendations, provided the actionable agenda for the curriculum redesign.

Key Findings from Internal and External Evaluations:

1. **Strong Foundation with a Theory-Practice Gap:** Alumni and student feedback consistently affirmed the programme's strength in providing a solid theoretical grounding in English language education and pedagogy. However, a recurrent theme was the need for **enhanced practical, hands-on experience**. Graduates entering teaching roles felt underprepared for the realities of classroom management, lesson planning, and administrative duties.
2. **High Employability with Evolving Career Paths:** The tracer study confirmed high employment rates (95%), with many graduates securing jobs quickly. Notably, while a majority became educators, a significant and growing proportion found roles as **language practitioners** (translators, content creators, corporate trainers) and in entrepreneurial ventures. This highlighted the need to formally recognise and support these alternative career paths within the graduate profile.
3. **Demand for Digital and Technological Competence:** Both alumni and internal surveys indicated a gap in **digital literacy and technology integration skills**. Graduates reported feeling ill-equipped to utilise modern educational technology, develop digital learning materials, or teach in online/blended environments—a critical deficiency in the post-pandemic educational landscape.

4. **Need for Expanded Linguistic and Professional Content:** Specific alumni suggestions pointed to the absence of certain relevant subjects. **Pragmatics** was frequently mentioned as a missing linguistic component important for advanced proficiency and teaching. Furthermore, requests for **English for Specific Purposes (ESP)**, particularly **English for Business**, indicated a desire for skills applicable in non-teaching professional contexts.
5. **Variable Implementation of Student-Centred Pedagogy:** Internal learning process assessments revealed that while many lecturers excelled in creating interactive, student-centred environments, there was **inconsistent application across the board**. Ratings for "collaborative" and "student-centred" learning, though generally positive, showed room for improvement, suggesting a need for more systematic faculty development in active learning strategies.

Key Recommendations from Expert Consultation (Prof. Handoyo Puji Widodo, Ph.D.):

Prof. Handoyo's analysis of the draft curriculum and his workshop inputs resulted in several high-impact recommendations that directly shaped the final document:

1. **Strengthen the OBE Backward Design Logic:** The expert emphasised the need for absolute clarity and precision in the alignment chain. He recommended reinforcing the mapping matrices to ensure every Course Learning Outcome (CLO) demonstrably contributes to at least one PLO, and that every assessment task directly measures a CLO. This led to the creation of more detailed and explicit mapping tables in Chapters VII and IX of this handbook.
2. **Integrate a Cohesive, Assessed Practicum Sequence:** Responding to the theory-practice gap, Prof. Handoyo recommended designing a **scaffolded, credit-bearing practicum pathway**. This advice was operationalised as a clear progression: from **Reflective Practice in Microteaching** (simulated environment), to a formal **School Observation and Teaching Internship (PLP)**, all supported by robust mentoring and reflective assessment portfolios.
3. **Formalise the "Edutechnopreneur" Profile and Embed Innovation:** The expert advised not just adding a single technology course, but **weaving digital competence and innovation throughout the curriculum**. He recommended creating a dedicated *EdTech Entrepreneurship* course and ensuring that methodology courses (e.g., *TESOL Methodology*, *Teaching Listening & Speaking*) have explicit modules on technology integration, aligning with the **TPACK** (Technological Pedagogical Content Knowledge) framework.

4. **Incorporate Critical and Research-Informed Perspectives:** To elevate the academic rigour and graduate criticality, Prof. Handoyo recommended including courses that foster analytical and research skills from the outset. This led to the introduction or strengthening of courses such as **Critical Discourse Analysis (CDA)** and a more prominent, sequenced research methodology strand (Qualitative & Quantitative Research Methods in ELT), culminating in a substantial Independent Research/Final Project.
5. **Enhance Global and Intercultural Dimensions:** In line with global ELT trends, the recommendation was to move beyond a monolithic view of English. This resulted in the inclusion of a dedicated course on **English and Intercultural Communication (EIC)**, designed to prepare graduates to teach and operate in diverse, multilingual contexts and to engage critically with the role of English in globalisation.
6. **Ensure Systematic Evaluation of PLO Attainment:** The expert stressed that an OBE curriculum is incomplete without a mechanism to measure its ultimate success. He recommended developing a **quantitative formula for calculating final PLO attainment scores** based on aggregated course grades. This recommendation is fully implemented in Section 10.7 of this handbook, providing a tangible metric for programme-level evaluation.

In summary, the evaluation results painted a picture of a fundamentally sound programme requiring strategic evolution. The expert recommendations provided the blueprint for this evolution, translating identified needs into concrete curricular components and structural improvements, ensuring the 2024 curriculum is both responsive and forward-leading.

3. Conclusions and Impact on the Curriculum

The synthesis of internal evaluations, external tracer study data, and expert recommendations led to unequivocal conclusions about the necessary direction for the Bachelor of English Language Education programme. These conclusions were not abstract; they served as direct design briefs, fundamentally reshaping the structure, content, and philosophy of the 2024 curriculum. The impact is manifest across every major component of this handbook.

Conclusion 1: The curriculum must transition from a predominantly knowledge-transmission model to a demonstrable competency-development model, with a clear emphasis on practical, applied skills.

- **Impact on the Curriculum:** This conclusion drove the wholesale adoption of the **Outcome-Based Education (OBE)** framework as the organising principle. It led to:
 - The definition of three clear **Graduate Profiles** (Educator, Practitioner, Edutechnopreneur) that explicitly value practical and entrepreneurial competence.
 - The creation of **Programme Learning Outcomes (PLOs)** focused on demonstrable abilities (e.g., "design, implement, manage, evaluate, and improve learning").
 - A significant increase in the weight of **practicum and project-based courses**. A dedicated, multi-stage practical teaching sequence (Microteaching → PLP Internship) is now a central pillar of the programme.
 - The integration of **authentic assessment tasks**—such as teaching portfolios, materials development projects, and business plans—across multiple courses.

Conclusion 2: Digital and technological fluency is no longer an optional add-on but a core literacy for English language educators and professionals.

- **Impact on the Curriculum:** This resulted in a strategic infusion of technology throughout the curriculum:
 - The introduction of dedicated technology courses: **Technology-Enhanced Language Learning (TELL)**, **ICT-based Language Materials Development**, and **EdTech Entrepreneurship**.
 - The mandate for **TPACK integration** into core pedagogy courses (e.g., *Language Instructional Design*, *TESOL Methodology*), ensuring technology is taught as a pedagogical tool, not in isolation.
 - The inclusion of digital content creation and multimedia skills within the **Language Practitioner** profile and relevant PLOs (PLO 07).

Conclusion 3: The programme must cater to diverse career pathways, legitimising and equipping graduates for roles beyond the traditional classroom.

- **Impact on the Curriculum:** This broadened the programme's scope and formalised alternative trajectories:
 - The **Graduate Profile of Language Practitioner** was strengthened with supporting courses like **Literary and Academic Translation**, **Critical Discourse Analysis**, and **English for Business**.

- The **Edutechnopreneur** profile was created and supported with courses in entrepreneurship, business English, and technology innovation.
- The **MBKM policy** was operationalised to provide formal pathways and credit recognition for internships, entrepreneurial projects, and independent studies in non-educational settings.

Conclusion 4: The curriculum must foster higher-order cognitive skills, including critical thinking, research literacy, and reflective practice.

- **Impact on the Curriculum:** This elevated the intellectual demands and academic rigour of the programme:
 - The inclusion of **Critical Discourse Analysis (CDA)** to develop analytical skills for deconstructing language and power.
 - A reinforced and sequenced **research methodology** strand, preparing all students to conduct an **Independent Research / Final Project**.
 - The incorporation of **reflective practice** as a formal component of the Microteaching and Internship courses, encouraging metacognition and continuous professional self-improvement.

Conclusion 5: Continuous improvement must be embedded in the curriculum's DNA through robust, data-driven evaluation mechanisms.

- **Impact on the Curriculum:** This led to the design of the curriculum as a self-evaluating system:
 - The development of a **PLO Attainment Calculation Formula** (Table 20), allowing for the quantitative measurement of programme effectiveness against its own stated outcomes.
 - The establishment of explicit **Curriculum Management and Evaluation Mechanisms** (Chapter XII), ensuring regular review cycles informed by tracer studies, PLO attainment data, and stakeholder feedback.

In essence, the 2024 curriculum is a direct embodiment of the evaluation conclusions and expert advice. It represents a transformative shift from a good, traditional programme to a dynamic, future-oriented one. It is a curriculum designed not for the past but for the future graduate—a professional who is pedagogically skilled, technologically adept, critically engaged, entrepreneurially minded, and ethically grounded, fully prepared to lead and innovate in the complex landscape of 21st-century language education.

CHAPTER IV

FOLLOW-UP AND IMPLEMENTATION

1. Follow-Up Plan

The successful enactment of the 2024 OBE curriculum marks the beginning, not the conclusion, of the developmental journey. A meticulously structured Follow-Up Plan is essential to translate the document's aspirations into tangible educational reality. This plan outlines the strategic roadmap for the systematic implementation, socialisation, capacity-building, and monitoring required over the next three academic years (2024-2027). The overarching goal is to ensure a coherent, high-fidelity transition that maximises positive impact on teaching quality and graduate competencies.

The Follow-Up Plan is organised into six strategic pillars, sequenced to build a solid foundation before moving to full-scale execution and continuous refinement:

1. **Massive Socialisation and Stakeholder Buy-in (Months 1-6):** Immediately following the rector's decree, a comprehensive communication campaign will be launched targeting all internal stakeholders—university leadership, faculty deans, all lecturers, administrative staff, and both current and incoming students. Simultaneously, external stakeholders (partner schools, alumni networks, industry collaborators) will be informed. This phase is critical for building shared understanding, managing expectations, and fostering a sense of collective ownership.
2. **Faculty Capacity Building and Resource Development (Months 3-12):** Concurrent with socialisation, a robust programme of training and support will be initiated for the teaching faculty. This includes mandatory workshops on OBE principles, syllabus (RPS) redesign, authentic assessment design (including rubric development), and the integration of technology and innovative pedagogies. Parallel to this, the development of supporting teaching materials, digital resources, and standardised assessment templates will be accelerated.
3. **Curriculum Operationalisation and Course Revitalisation (Months 6-18):** The core work of implementation begins with the detailed revitalisation of all course syllabi (RPS) to ensure strict alignment with the new PLOs and CLOs. Course restructuring will be finalised, and new courses will be fully developed. The MBKM unit will establish formal memoranda of understanding (MoUs) and standard operating procedures (SOPs) for student placements in internships, entrepreneurship, and independent studies.

4. **Phased Implementation and Pilot Testing (Starting Semester 1, 2024/2025):** The curriculum will be implemented in phases, beginning with the new student intake of the 2024/2025 academic year. For continuity, transitional arrangements will be made for existing student cohorts. Key new or significantly revised courses may undergo pilot testing or team-teaching in their first iteration to gather immediate feedback and make necessary adjustments.
5. **Infrastructure and Quality Assurance System Strengthening (Ongoing):** Support systems will be enhanced, including upgrades to language laboratories, digital learning platforms, and library resources specific to the new course demands. The Internal Quality Assurance System (SPMI) will be updated to incorporate new monitoring indicators focused on OBE implementation, PLO attainment tracking, and MBKM activity quality.
6. **Establishing a Sustainable Evaluation and Review Cycle (Ongoing from Year 2):** A formal schedule for continuous evaluation will be institutionalised. This includes annual reviews of CLO attainment data, bi-annual tracer studies of the newest graduates, and a comprehensive curriculum review every three years, ensuring the programme remains dynamic and responsive.

This Follow-Up Plan ensures that the curriculum's launch is not a singular event but a managed process of organisational learning and change, setting the stage for the detailed implementation strategies outlined in the following sections.

2. Follow-Up Plan and Implementation Strategy

2.1. Restructuring and Strengthening of Core Courses

The restructuring of core courses is the most direct operational manifestation of the new curriculum. This strategy moves beyond renaming to a fundamental reconceptualisation of course purposes, content, and sequencing to create a coherent, progressive learning journey aligned with the graduate profiles.

Strategy:

1. **Clustering by Graduate Profile & Body of Knowledge:** Courses have been reorganised into logical clusters that support specific profile outcomes. For example, the **Educator Profile** is served by a strengthened pedagogy cluster: *TESOL Methodology* is now more integrated with *Language Instructional Design* and *Language Learning Evaluation*, followed by the practicum sequence (*Microteaching* → *PLP Internship*). The **Practitioner Profile** is supported by a new

cluster including *Critical Discourse Analysis, Translation, and English and Intercultural Communication*. The **Edutechnopreneur Profile** is built on courses like *EdTech Entrepreneurship* and *English for Business*.

2. **Creating Prerequisite Pathways and Learning Progressions:** A clear academic pathway has been mapped to ensure foundational knowledge precedes application. For instance, *Intensive/Extensive Language Skills* courses are prerequisites for *Professional/Academic language* courses. *Second Language Acquisition (SLA)* and *Educational Psychology* are positioned before methodology courses. *Research Methods* courses are sequenced before the *Independent Research/Final Project*.
3. **Integrating Vertical and Horizontal Themes:** Key themes are woven vertically across semesters and horizontally within semesters. The **technology theme** begins with basic digital literacy, progresses through *Language Teaching Media* and *TELL*, and culminates in *ICT-based Materials Development*. The **research and critical thinking theme** starts in academic writing, is developed in research methods and CDA, and is applied in the final project.
4. **Revising Credit Weighting to Reflect OBE Workload:** Credit hours (SKS) have been recalibrated to reflect not just contact hours but the total estimated student workload, including substantial out-of-class projects, practicum hours, portfolio development, and independent research, in line with OBE and KKNi principles.

Implementation Actions:

- Form working groups for each course cluster to ensure content alignment and avoid overlap.
- Mandate the review and approval of all revised course syllabi (RPS) by the curriculum team before the semester begins.
- Develop detailed course guides for newly introduced courses (e.g., *EdTech Entrepreneurship*, *CDA*) to support lecturers.
- Communicate the new prerequisite rules clearly through academic advisors and the university's information system.

2.2. Implementation of Innovative Learning Methods and Authentic Assessment

Shifting from traditional lecture-based delivery to student-centred, experiential learning is paramount. This strategy ensures that the learning process itself develops the complex competencies described in the PLOs.

Strategy:

1. **Mandating Active Learning Pedagogies:** The curriculum mandates a move away from passive listening. Lecturers are required to design sessions around **Problem-Based Learning (PBL)** (e.g., designing solutions for a classroom management issue), **Project-Based Learning** (e.g., developing a full unit of digital teaching materials), **Case Studies** (analysing real teaching scenarios), **Simulations**, and **Collaborative Group Work**.
2. **Designing an Authentic Assessment Ecosystem:** Assessment will be overhauled to mirror real-world professional tasks. This includes:
 - **Performance Assessments:** Teaching demonstrations, conference-style presentations, debate moderations.
 - **Portfolio Assessments:** Cumulative collections of lesson plans, reflective journals, developed teaching materials, and published articles or content.
 - **Project Assessments:** Business plans for an educational startup, community service project reports, translated works.
 - **Peer and Self-Assessments:** Structured peer feedback on microteaching, self-evaluation rubrics for internship performance.
3. **Systematic Use of Rubrics:** Every significant assessment task must be accompanied by a clear, criterion-referenced rubric that is shared with students beforehand. Rubrics will be standardised at the programme level for cross-course consistency in evaluating PLOs like critical thinking or communication.

Implementation Actions:

- Conduct mandatory workshops on active learning strategies and authentic assessment design for all teaching staff.
- Establish a shared digital repository of approved assessment rubrics and sample tasks.
- Introduce a syllabus (RPS) review checkpoint that evaluates the alignment of learning activities and assessment methods with CLOs.
- Pilot the use of e-portfolio platforms for students to compile and present their work digitally.

2.3. Revitalisation of Graduate Learning Outcomes (GLO) and Course Syllabi

The PLOs are the curriculum's ultimate destination; every course syllabus (Rencana Pembelajaran Semester - RPS) must serve as a detailed map to reach them. This strategy ensures that the high-level outcomes are operationalised in every classroom.

Strategy:

1. **Top-Down CLO Derivation:** Each course coordinator, in consultation with lecturers, will be required to derive 4-6 specific, measurable **Course Learning Outcomes (CLOs)** directly from the programme's PLOs. Each CLO must state what the student will be able to **do** (verb) under what **conditions** and to what **standard**.
2. **Syllabus (RPS) Standardisation with OBE Elements:** A new, mandatory RPS template will be introduced, containing explicit sections for: (a) Mapping of CLOs to PLOs, (b) Weekly learning activities designed to achieve CLOs, (c) Assessment tasks and weightings linked to each CLO, (d) Assessment rubrics, and (e) References to the programme's Graduate Profile.
3. **Alignment Verification and Audit:** The study programme's curriculum committee will institute a formal review process for every RPS before semester commencement to verify constructive alignment. A random audit of implemented RPSs and their assessments will be conducted each semester.

Implementation Actions:

- Distribute the new RPS template and provide comprehensive training on its completion.
- Create a showcase of exemplar RPSs for different course types (theory, practicum, project).
- Task the Quality Assurance unit with conducting the alignment audits and providing feedback to lecturers.
- Integrate the RPS repository into the university's learning management system for student access.

2.4. Enhancing the Uniqueness and Relevance of the Curriculum

This strategy focuses on leveraging the university's distinctive identity and ensuring the curriculum remains sharply relevant to external demands, creating a competitive advantage for graduates.

Strategy:

1. **Deepening the "Unity of Sciences" Integration:** Move beyond introductory courses. Embed discussions and assignments in core ELT courses that require students to integrate Islamic ethical principles (e.g., fairness in assessment, compassion in classroom management), local wisdom (e.g., using Javanese *unggah-ungguh* to teach pragmatics), and global ELT theory.

2. **Operationalising "Religious Moderation" in ELT Contexts:** Develop specific modules within methodology or intercultural courses on teaching English in religiously diverse classrooms, developing materials that promote tolerance, and addressing cultural sensitivity in language teaching.
3. **Forging Dynamic MBKM Partnerships:** Proactively establish and diversify MoUs not only with schools but also with technology startups, publishing houses, translation agencies, tourism boards, and cultural centres to provide authentic MBKM learning venues.
4. **Creating an "Innovation and Entrepreneurship" Stream:** Within the elective courses, promote a coherent package that allows students to minor in educational innovation, combining *EdTech Entrepreneurship, Multimedia Design, English for Business*, and a relevant MBKM internship.

Implementation Actions:

- Host an annual curriculum innovation retreat for lecturers to share best practices in integrating unity of sciences.
- Develop a handbook of case studies linking Islamic ethics and local wisdom to ELT practice.
- Appoint an MBKM liaison officer to actively manage and expand the partnership network.
- Market the unique "ELT with Islamic Values and Innovation" brand in student recruitment and partnership materials.

2.5. Strengthening Faculty Capacity and Supporting Infrastructure

Even the most perfectly designed curriculum will fail without capable implementers and adequate resources. This strategy invests directly in the human and physical capital required for success.

Strategy:

1. **Comprehensive, Phased Faculty Development:** Implement a three-tiered training programme:
 - **Tier 1 (All Faculty):** Foundational workshops on OBE, RPS redesign, and basic learning technology.
 - **Tier 2 (Course Coordinators/Specialists):** Advanced workshops on authentic assessment, advanced pedagogies (PBL, flipped classroom), and specific new content (e.g., CDA, TELL).

- **Tier 3 (Mentors & Leaders):** Training on curriculum leadership, mentoring colleagues, and conducting action research on curriculum implementation.

2. **Modernising Physical and Digital Infrastructure:**

- Upgrade language labs into **Digital Learning Studios** equipped for recording teaching simulations, podcasting, and video editing.
- Ensure robust, reliable access to learning management systems (LMS), digital libraries, and software for materials development (e.g., Canva, H5P, basic coding tools).
- Create a dedicated **Curriculum Resource Centre** (physical and digital) housing all syllabi, rubrics, teaching materials, and sample student work.

Implementation Actions:

- Allocate a specific annual budget for faculty training and conference attendance related to curriculum innovation.
- Establish a peer-mentoring system where early adopters support colleagues.
- Form a technical working group with ICT services to specify and procure necessary hardware and software upgrades.
- Launch the Curriculum Resource Centre as a flagship project of the implementation phase.

2.6. **Massive Socialisation and Communication**

Successful implementation is contingent on universal understanding and support. This strategy ensures no stakeholder is left behind or confused by the change.

Strategy:

1. **Tailored Communication for Each Audience:**

- **Leadership & Lecturers:** Detailed briefings, workshops, and a dedicated FAQ document focusing on their roles, responsibilities, and support available.
- **Current Students:** Town hall meetings, informative videos, and clear guides on transitional arrangements, focusing on "what this means for you."
- **Incoming Students & Parents:** Incorporation into orientation programmes, promotional materials, and the website, highlighting the benefits of the new, future-ready curriculum.
- **Alumni & External Partners:** Newsletter features, social media announcements, and personal communications to showcase the innovation and explore new collaboration opportunities under the MBKM framework.

2. **Multi-Channel, Repetitive Messaging:** Utilise all available channels—official websites, social media, email blasts, physical posters, departmental meetings, and university-wide seminars—to repeat core messages about the curriculum's vision, benefits, and key changes.

Implementation Actions:

- Form a socialisation task force with representatives from leadership, faculty, and students.
- Produce a suite of communication materials: an explainer video, a brochure, a dedicated website section, and presentation slides.
- Schedule a launch event to formally inaugurate the new curriculum.
- Monitor feedback and questions from all channels and address them through updated FAQs or targeted communications.

2.7. Establishing a Sustainable Evaluation and Review System

The OBE curriculum demands an equally robust evaluation system to close the feedback loop and drive continuous improvement.

Strategy:

1. **Implementing the PLO Attainment Tracking System:** Operationalise the formula for calculating aggregate PLO scores from course grades (as per Section 10.7). Analyse this data annually to identify PLOs that are consistently under- or over-achieved, triggering targeted investigations.
2. **Institutionalising Short, Medium, and Long-cycle Reviews:**
 - **Short-Cycle (Every Semester):** Review of CLO attainment rates per course and analysis of student feedback (EDOM) related to new methods.
 - **Medium-Cycle (Annual/Bi-Annual):** Conduct focused tracer studies of the most recent graduates. Hold annual curriculum review meetings with all lecturers to discuss implementation challenges and successes.
 - **Long-Cycle (Every 3 Years):** Conduct a comprehensive curriculum review, repeating a full needs assessment, benchmarking against new standards, and considering major structural revisions if necessary.
3. **Creating a "Living Document" Culture:** Formally version-control the curriculum handbook. Establish a clear, minuted process for proposing, debating, and approving minor adjustments (e.g., updating reading lists, refining rubrics) based on evaluation data, without waiting for the long-cycle review.

Implementation Actions:

- Automate the PLO attainment calculation within the university's academic information system where possible.
- Schedule the review cycles into the official academic calendar.
- Establish a standing Curriculum Review Committee, with rotating membership, tasked with overseeing the evaluation system and proposing evidence-based improvements.
- Publish an annual "Curriculum Health Report" summarising key findings from PLO attainment, tracer studies, and feedback, fostering a culture of transparency and data-informed decision-making.

CHAPTER V

DOCUMENTATION OF ACTIVITIES

1. Description of Evaluation Results and Expert Recommendations: Internal Stakeholder Feedback

The internal evaluation of the teaching and learning process provided a critical, evidence-based diagnosis of pedagogical practices within the Bachelor of English Language Education programme. This documentation summarises the key findings from structured surveys distributed to students, which assessed lecturers' performance across nine core characteristics of effective learning and five dimensions of assessment quality.

The results painted a picture of a programme with significant strengths but clear opportunities for systematic improvement. In the assessment of **learning process characteristics**, data indicated that the majority of lecturers were successfully implementing key pedagogical principles. High ratings were observed for **Thematic** (81.2% rated as very good) and **Interactive** (77.2% very good) learning, suggesting that lecturers were effective in linking material to real-world problems and facilitating dialogue. Furthermore, aspects of **Holistic** (75.4%), **Integrative** (75.4%), and **Scientific** (75.6%) learning were also reported as strongly evident, indicating a good foundation in encouraging broad-minded thinking, interdisciplinary connections, and inquiry-based approaches.

However, the data also revealed areas requiring targeted intervention. While still positive, slightly lower performance was noted in **Contextual** (72.1% very good) and **Collaborative** (76% very good) learning. More notably, the implementation of fully **Student-Centred Learning (SCL)**, though rated at 76.6% very good, showed that a not-insignificant proportion of teaching was still perceived as leaning towards more traditional, lecturer-led methods. The survey on **assessment practices** yielded similarly nuanced results. While **Educational** (88.8% good/very good) and **Authentic** (86.6% good/very good) assessments were largely in place, the scores for **Objective** (85.6% good/very good), **Accountable** (87.6% good/very good), and **Transparent** (91.5% good/very good) assessment, though strong, indicated that consistency and clarity in grading criteria could be enhanced for a minority of courses.

The synthesis of this internal feedback led to several key conclusions. First, while the pedagogical foundation was solid, there was a need to drive greater consistency and depth in implementing active, student-centred methodologies across *all* teaching staff. Second, the assessment regime, though largely sound, needed to be more systematically aligned with

OBE principles, with a stronger emphasis on criterion-referenced rubrics and authentic, performance-based tasks. These internal findings directly informed the curriculum redesign, particularly the mandate for innovative learning methods and authentic assessment outlined in Chapter IV.

2. Description of Evaluation Results and Expert Recommendations: External Outcome Analysis (Tracer Study)

The external evaluation conducted via a comprehensive tracer study provided an indispensable, outcome-oriented perspective on the curriculum's effectiveness by tracking the professional trajectories of alumni from the 2017-2024 cohorts. This documentation details the methodology and pivotal findings that served as a primary driver for curriculum renewal. The study employed a mixed-methods approach, distributing structured questionnaires via digital platforms to gather quantitative data on employment and qualitative narratives on programme relevance. The results were compelling. The programme demonstrated **strong employability outcomes**, with 95% of respondents employed and 40% securing jobs even before graduation. Alumni were primarily working as educators in primary and secondary schools, but a significant and growing segment had entered roles as **language practitioners** (e.g., translators, content creators, corporate staff) and entrepreneurial ventures, validating the need for diversified graduate profiles.

However, the qualitative feedback uncovered critical gaps between university preparation and workplace demands. A recurring theme was the **theory-practice disconnect**; graduates expressed a need for more extensive and structured practical teaching experience, including classroom management and school administration. Simultaneously, there was a pronounced demand for **enhanced digital and technological competencies**, with many feeling underprepared to utilise modern educational technology or develop digital learning materials. Specific content suggestions from alumni included introducing courses in **Pragmatics** and strengthening offerings in **English for Specific Purposes (ESP)**, particularly **English for Business**, to cater to non-teaching career paths. Furthermore, alumni recommended strengthening soft skills development, professional networking opportunities, and career guidance services.

The conclusions from the tracer study were unequivocal. The curriculum required a fundamental shift to: (1) drastically increase authentic, hands-on practicum and project-based learning; (2) systematically embed digital literacy and educational technology across the programme; (3) formally recognise and support alternative career paths beyond teaching; and

(4) introduce new content areas aligned with industry and further academic study needs. These empirical recommendations formed the cornerstone for the new curriculum's structure, directly leading to the creation of the scaffolded PLP internship, the new EdTech and CDA courses, and the formalisation of the three distinct graduate profiles.

3. Description of Evaluation Results and Expert Recommendations: Expert Benchmarking (Prof. Handoyo Puji Widodo, Ph.D.)

The engagement of an external, nationally recognised expert, Prof. Handoyo Puji Widodo, Ph.D., provided a crucial layer of strategic validation and forward-looking guidance. This documentation outlines the process and the substantive recommendations that elevated the curriculum's design from a responsive update to an innovative blueprint.

Prof. Handoyo's involvement included a detailed review of the draft curriculum documents and a dedicated capacity-building workshop for the development team and faculty. His analysis was both affirming and constructively critical. He validated the programme's move towards OBE and the three graduate profiles but provided specific, actionable recommendations to deepen and operationalise these concepts. A central recommendation was to **strengthen the backward design alignment**, ensuring an unbroken logical chain from PLOs to CLOs to assessment tasks, which led to the creation of the detailed mapping matrices present in this handbook.

Beyond structural rigor, Prof. Handoyo advocated for the **integration of critical and research-informed perspectives** throughout the programme. He recommended introducing **Critical Discourse Analysis (CDA)** to develop students' analytical skills regarding language, power, and ideology—a recommendation directly adopted as a new core course. He also emphasised the need for a cohesive, assessed **practicum sequence**, moving from micro-teaching to full school immersion, which became the structured *Reflective Practice in Microteaching* and *PLP (School Internship)* pathway.

Furthermore, his expertise was pivotal in framing the programme's approach to technology. He advised against a siloed "computer skills" course, instead recommending the **embedding of the TPACK (Technological Pedagogical Content Knowledge) framework** across methodology courses and the creation of a dedicated *EdTech Entrepreneurship* course to foster innovation. He also highlighted the importance of **intercultural and global competencies**, leading to the inclusion of the *English and Intercultural Communication (EIC)* course. Finally, he stressed the necessity of a **system for**

measuring PLO attainment, resulting in the development of the formula for aggregating course-level data into programme-level outcome scores.

In conclusion, Prof. Handoyo's recommendations were instrumental in ensuring the curriculum's academic currency, innovative edge, and evaluative integrity. His input directly shaped the curriculum's enhanced research strand, its integrated technology approach, its critical academic components, and its built-in quality assurance mechanism, ensuring the programme is aligned with both national standards and global best practices in ELT education.

CHAPTER VI CONCLUSION

1. Synthesis of Evaluation Results and Expert Recommendations

The comprehensive evaluation process undertaken for the Bachelor of English Language Education programme at UIN Walisongo Semarang has yielded a rich, multi-layered dataset. The synthesis of findings from internal stakeholder feedback, external tracer studies, and expert benchmarking reveals a coherent narrative of a programme at a pivotal juncture—one that possesses a strong foundational reputation but requires strategic evolution to meet the exigencies of the 21st century. The internal evaluations confirmed a dedicated teaching faculty largely successful in creating interactive and thematic learning environments. However, they also highlighted an inconsistent depth in the application of fully student-centred pedagogies and a need for greater systematisation in assessment design to ensure objectivity and authenticity. These internal diagnostics pointed to a necessary shift in instructional culture, from one of content delivery to one of competency facilitation.

Externally, the tracer study data provided unequivocal evidence of the programme's core strength: its ability to produce employable graduates. Yet, this success story was accompanied by a clear mandate from alumni—the end-users of the curriculum. Their voices consistently called for a curriculum that bridges the persisting theory-practice gap, equips graduates with robust digital and technological fluencies, and acknowledges the legitimacy of career pathways beyond the traditional classroom. The demand for practical skills, from classroom management to materials development, and for relevant content like pragmatics and business English, formed a powerful, evidence-based agenda for change. This external analysis shifted the focus from what makes a good student to what makes an effective, adaptable professional.

The expert recommendations provided by Prof. Handoyo Puji Widodo, Ph.D., served as the essential catalytic and guiding framework for translating these identified needs into a sophisticated curricular design. His counsel moved the development process from reactive adjustment to proactive innovation. Recommendations to deepen backward design alignment ensured structural rigour. Advocacy for critical perspectives (e.g., Critical Discourse Analysis) and a strong research thread elevated the programme's intellectual ambition. Most significantly, his guidance on integrating technology via the TPACK framework and creating a coherent practicum sequence provided the precise methodological tools to address the core gaps identified by both internal and external evaluations. In essence, the expert input

transformed a list of stakeholder demands into a logically structured, forward-looking educational blueprint, ensuring the new curriculum is not only responsive but also visionary.

2. The Transformative Impact on the 2024 Curriculum

The collective weight of the evaluation results and expert recommendations has precipitated not a minor revision, but a transformative recalibration of the Bachelor of English Language Education curriculum. The impact is profound and pervasive, evident in the fundamental redefinition of the programme's identity, structure, and operational philosophy as documented in this handbook. The most significant transformation is the paradigmatic shift from a *content-coverage* model to an **Outcome-Based Education (OBE) model**. This is not merely a change in terminology but a restructuring of the entire educational logic. Every element—from the newly articulated Graduate Profiles to the assessment rubrics—is now explicitly designed backwards from the demonstrable competencies graduates must possess. This shift directly addresses calls for greater relevance and accountability, ensuring that student learning is focused on applicable skills and measurable outcomes.

This OBE framework enabled the formal recognition and structural support for **diversified career trajectories**. The creation of three distinct Graduate Profiles—English Language Specialist Educator, Language Practitioner, and Edutechnopreneur—is a direct institutional response to the tracer study evidence of alumni working in varied fields. This move legitimises alternative pathways and has driven the introduction of new course clusters in translation, critical discourse, intercultural communication, entrepreneurship, and business English. Consequently, the curriculum no longer presupposes a single destination for its graduates but provides a tailored roadmap for multiple professional futures.

Furthermore, the curriculum now embodies a **deep and integrated commitment to technological-pedagogical innovation**. Responding to both alumni feedback and expert guidance, digital literacy is no longer an elective accessory but a core literacy. The infusion of technology is strategic: foundational courses on *Technology-Enhanced Language Learning (TELL)* and *ICT-based Materials Development* are supported by the TPACK integration across methodology courses and culminate in the innovative *EdTech Entrepreneurship* course. This holistic approach ensures graduates are not just users of technology but critical evaluators and creative innovators of educational tools. Simultaneously, the **practicum experience has been radically strengthened and systematised**. The new scaffolded sequence—from theory-laden methodology courses to

simulated *Microteaching* and finally to the immersive *School Observation and Teaching Internship (PLP)*—creates a graduated bridge from university to profession, directly tackling the theory-practice gap head-on.

Finally, the curriculum has been imbued with **enhanced academic rigour and a critical dimension**. The addition of *Critical Discourse Analysis (CDA)* and a reinforced research methodology strand fosters higher-order thinking, analytical skills, and a research-informed approach to teaching. This, coupled with the mandated use of authentic assessments and reflective portfolios, cultivates graduates who are not just practitioners but reflective professionals and potential contributors to the field. In summary, the 2024 curriculum is a transformed entity: more rigorous, more practical, more technological, more diverse in its outcomes, and fundamentally more aligned with the complex demands of educating English language professionals for a rapidly changing world.

3. Strategic Implementation as the Path Forward

The development of this robust 2024 OBE curriculum document represents a monumental achievement, but its true value will be determined by the quality and fidelity of its implementation. The conclusion of this development report must therefore look forward, emphasising that the ensuing phase of strategic execution is critical for realising the intended transformational impact. The detailed Follow-Up and Implementation Plan outlined in Chapter IV is not an adjunct but an integral part of the curriculum itself. The success of this new educational model hinges on a disciplined, well-resourced, and collaboratively executed implementation strategy.

The path forward necessitates a steadfast commitment to **systemic capacity building**. The ambitious pedagogical shifts—towards student-centred active learning, authentic assessment, and technology integration—require comprehensive and ongoing professional development for the teaching faculty. Investment in training, the creation of teaching support resources, and the establishment of peer-mentoring networks are non-negotiable prerequisites for change. Similarly, **targeted investment in infrastructure**, from upgraded digital learning studios to robust e-portfolio platforms, is essential to provide the tools needed for both teaching and learning as envisioned by the new curriculum.

Equally crucial is the **establishment of a culture of continuous evaluation and data-informed refinement**. The curriculum's built-in PLO attainment tracking system and scheduled review cycles (short, medium, and long-term) must be operationalised with rigor. This involves not just collecting data but creating structured forums—annual curriculum

retreats, committee meetings—where findings from PLO scores, tracer studies, and stakeholder feedback are honestly reviewed and translated into actionable improvements. The curriculum must be treated as a "living document," adaptable and responsive within its robust OBE framework.

Ultimately, the transformative potential of this curriculum will be unlocked through **collaborative leadership and sustained stakeholder engagement**. From university leadership providing strategic support and resources, to lecturers embracing their new roles as facilitators and mentors, to students taking ownership of their learning journeys, and to external partners offering authentic MBKM opportunities—success depends on a shared understanding and commitment to the new vision. The conclusion of this development journey is, therefore, the commencement of a more challenging and important phase: the collective endeavour to breathe life into this blueprint, ensuring that the Bachelor of English Language Education at UIN Walisongo Semarang not only envisions but truly produces the innovative, ethical, and globally competent graduates that Indonesia and the world require.