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Investigating the Learning Outcomes of an INQF-Based English Language Teaching Curriculum in Indonesia

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Abstract

The objective of this study is to revisit the structure of an English Language Teaching (ELT) curriculum for an undergraduate program based on the Indonesian National Qualification Framework (INQF or KKNI in Indonesian). We aim to identify whether learning outcomes in ELT programs are effectively designed based on the course group learning outcomes. This study implemented content analysis and grounded theory for data analysis. The primary data sources of this study were curriculum documents obtained online and interviews with respondents. The learning outcomes developed by the Association of English Teaching Study Programs were used as secondary data. This study finds that the learning outcomes described in the ELT curriculum are confused, and a revitalization is needed to make them effective. The matrix approach to developing a curriculum has made the learning outcomes unfocused, while clusters of course groups are not developed. The classification of learning outcomes is also not defined, and the course requirement of a total of 144 credits is not distributed in good proportions through skill categories, semesters, and learning outcomes. This study is limited in that a relatively low number of respondents were recruited, and the matrix approach to developing learning outcomes is not well defined. This implies that future research is needed with a greater number of participants. The curriculum developers of ELT programs could use a course group matrix to revitalize their program learning outcomes, as well as their course and unit learning outcomes.

Keywords: learning outcomes, KKNI, competence, English language program

Introduction

This study aims to review the learning outcomes of an English Language Teaching (ELT) curriculum based on the INQF (Indonesian National Qualification Framework or *Kerangka Kualifikasi Nasional Indonesia* [KKNI]) in Indonesian. Indonesia's Ministry of Higher Education, Research and Technology (Kemenristekdikti, 2012) introduced the KKNI/INQF in 2012, and efforts to develop an INQF-based curriculum continue to be made, yet there are various inconsistencies in the development and implementation of an INQF curriculum.

First, learning outcomes are defined in a rather vague way. They are defined as "learning attainment" (Kemenristekdikti, 2012), "competence", and "learning achievement" (Kemenristekdikti, 2015). We use the term "learning outcomes" to refer

to competence, the results of learning, and learning attainment. The term "INQF curriculum" is also debatable, because in the KemenristekDikti guidelines (Endrotomo, 2014), it says that the INQF is an achievement criterion, so it is inappropriate to call the INQF a "curriculum." However, a curriculum may refer to the INQF (KemenristekDikti, 2015). This paper argues that the different views in the reference guidelines for the development of an INQF curriculum, as officially issued by the government, still contain ambiguous content.

Second, the concept of curriculum development is carried out through pre-development, namely through curriculum evaluation, SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), and tracer studies. Furthermore, development is conducted over four steps: formulating learning outcomes, developing material, determining course content and weighting course credit, and distributing courses over curriculum documents (Kemenristekdikti, 2015). This process is generally acceptable, but there are problems when a matrix of learning outcomes for all subjects needs to be defined in the first step (Solikhah, 2015), with classifications being made based on the similarity of learning outcomes arranged in the matrix form (Budiharso, 2018).

The results of studies into learning outcomes, observations in various universities, interactions with the assessors of study program seeking BAN-PT (National Higher Education Accreditation Board) accreditation, and benchmarking and comparing with other institutions at home and abroad indicate various problems that imply a need to revitalize the development of learning outcomes and the accompanying process. Kemenristekdikti (2015, p.5) defines learning outcomes as achievements obtained through internalizing knowledge, attitudes, skills, competencies, and accumulated work experience. A learning outcome is a way of measuring what a person gains from completing the learning process, whether structured or unstructured. The formulation of learning outcomes is arranged in four elements: attitudes and values, work ability, mastery of knowledge, and authority and responsibility.

In addition, the formulation of graduates' learning outcomes, as stated in the SKL (graduate competency standards), is defined through three elements: attitudes, knowledge, and skills. Skills consist of general and specific skills (Kemenristekdikti, 2015, pp. 6–7). For undergraduate programs that are categorized as level-6 KKNI, KKNI uses the following keywords:

Keywords for job competence:
Application, study, design, utilize science and technology, solve problems.

Keywords for knowledge management:
This involves mastering the theoretical concepts for certain fields of knowledge and skills in general, as well as the theoretical concepts of specific sections in the field of knowledge and in-depth skills (Kemenristekdikti, 2015, pp.7–9).

Kemenristekdikti (2015, p.9) also explains that in general, learning outcomes function as follows:

- Curriculum components and indicators of quality graduates;
- The characteristics of study program specifications;
- The magnitude of qualification level;
- Referrals for curriculum evaluation;
- Referrals for the recognition of equality;
- The comparative achievement of education levels; and
- The main descriptions in the SKPI (Certificate of Companion).

Now, what is lacking from the instructions for learning outcomes as drafted by Kemenristekdikti (2015) and quoted above? The answer to this question refers to the literature review and curriculum studies within various domestic and foreign institutions.

First, the formulation of learning outcomes in the above-mentioned INQF-based curriculum consists of graduate learning outcomes and course learning outcomes, but the focus of the compilation is more directed at graduate learning outcomes. Leading universities in various countries (Sydney University, Texas University, Oxford University) explicitly state that there are four categories of learning outcomes: institutions, programs, courses, and students (Solikhah, 2015). These four learning outcomes are equivalent to institution/university learning outcomes (ILOs), study program learning outcomes (PLOs), course learning outcomes (CLOs), and unit learning outcomes (ULOs). Thus, learning outcomes that serve as benchmarks for quality are PLOs and CLOs (Beaumont, 2005).

Second, matrix-based learning outcomes, as suggested by Kemenristekdikti (2015), evidently make the preparation process complicated, overlapping, and by itself undirected. There are two important reasons to take into account. Firstly, the maximum number of credits that must be completed at the undergraduate level is 146

(Ministry of National Education, 2000, 2002; Kemenristekdikti, 2012, 2015). Simply put, if each course awards two credits, there will be 72 courses. The problem lies in creating a matrix by compiling a list of 72 subjects into one series, and this is not a problem that is easily defined. Besides being inefficient, the principles of taxonomic analysis and domains do not apply here. Secondly, the process of selecting and sorting a curriculum that requires adoption, adaptation, and diversification suggests that the compiler should benchmark, observe, review, and select other institutional curricula as inputs when selecting materials (Budiharso, 2018; Parlindungan, Rifai, & Satriani, 2018). With this mindset, curriculum developers take several steps in the curriculum-evaluation process:

- Identify the types of courses that already exist and select courses to be taken.
- Establish groups of subjects according to the field of science in the structure, such as literacy courses, linguistic knowledge, knowledge and teaching skills, curriculum, evaluation, and managerial and scientific development.
- Make groupings through taxonomic techniques and domains for all allied or similar subjects.
- Develop learning outcomes for each subject and develop learning outcomes for cognate subjects.

Third, due to the inconsistency, some unproductive effects arise. The development of the INQF-based curriculum was expected to inject fresh blood into the development of higher education by developing quality control through both internal quality assurance and quality control management. However, the following happened: When the BAN-PT assessors visited and assessed study programs for the accreditation process, the issue of an INQF-based curriculum was never mentioned at all. Their assessment tool also does not capture specifically how an INQF-based curriculum was implemented (Solikhah, 2015).

Another aspect pertains to “a misunderstanding” in translating an INQF-based curriculum that has been developed autonomously by a study program or institution. Various evidence exemplifies such cases. For example, a certain university intentionally eliminated its language science courses and replaced them with teaching courses (Canada College, 2017). It seems the faculty members held the flawed belief that the department’s ELT program would be more rigorous if its subjects dedicated more credits to teaching. Another example emerges in perceiving a professional

teacher-development program as no longer needing courses for teaching practices, so they should be abolished. Other less positive perceptions also arise, such as translation, literature, pragmatics, and discourse analysis courses belonging to the literature department, whereas the ELT program faculty is deemed not competent enough. In the field of thesis research, the ELT program faculty is underestimated in the attitude that it lacks competences needed to conduct research in literary, translation, discourse, and pragmatic matters, with the only capable fields being teaching.

To make learning outcomes formulated and graded, Beaumont (2005) asserts that the development of learning outcomes should not be separated from course design and program evaluation. Guilbert (1987) describes the process of preparing learning outcomes in four steps:

- The formulation of learning outcomes;
- Assessment and evaluation planning;
- Planning and implementing the education program; and
- Assessment and evaluation.

In addition, good learning outcomes must meet the SMART criteria (Beaumont, 2005), which stands for Specific (i.e., using action verbs that are unambiguous), Measurable, Achievable (i.e., students can achieve these targets), Relevant (i.e., related to the general objectives of learning), and Timed (i.e., it is explained when these outcomes must be achieved). Guilbert (1987, p.137), meanwhile, classifies learning outcomes into three categories:

- Cognitive (i.e., knowledge that must be mastered);
- Psychomotor skills (i.e., practical skills that can be developed); and
- Affective (i.e., a temperament that can be controlled).

According to Guilbert (1987), each domain in learning outcomes consists of a number of levels called taxonomies, with each level showing the level of difficulty that exists in each domain. Bloom (1956) formulates six taxonomies for learning, namely knowledge, comprehension, application, analysis, synthesis, and evaluation. Reece and Walker (1997, p.265) suggest that learning outcomes are arranged into four levels: (i) knowledge (i.e., learning and remembering facts), (ii) comprehension (i.e.,

interpreting or summarizing the provided information), (iii) application (i.e., using information to solve problems), and (iv) invention (i.e., comparing, contrasting, analyzing, and deciding). Of these four levels, Guilbert (1987, p.138) suggests three: the recall of data, the interpretation of data, and problem solving. In addition, learning outcomes are developed through five stages: determining the initial step, arranging templates, developing learning outcomes, making a schedule, and conducting a review.

Saxton (1989) suggests that a curriculum compiler should initially refer to the contents of the traditional syllabus and develop learning outcomes based on the materials. Newble and Cannon (1994), meanwhile, propose the use of learning goals. Alternatively, learning outcomes can be developed at an early stage by referring to the objectives of the course, which are then broken down to produce learning outcomes. To make the learning outcomes easy, Newble and Canon (1994) exemplify the template below.

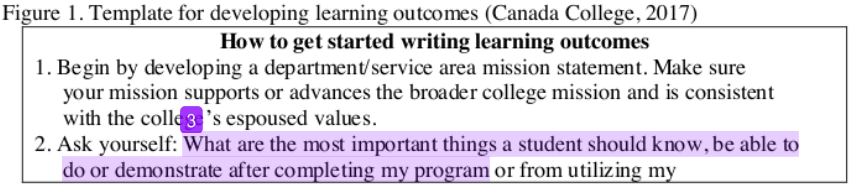
> As a result of students participating in ……., they will be able to ……

The next stage, according to Newble and Canon (1994), is to arrange the actual learning outcomes by considering the selection of appropriate action verbs, the level of learning outcomes, the number of learning outcomes, and the time given to reach the learning outcomes before reviewing the compiled learning outcome statements. In practice, Newble and Canon (1994) suggest that when compiling learning outcomes, the compiler can do the following:

- Focus on fewer high-priority learning outcomes.
- Place learning outcomes in broad categories.
- Make specific outcomes as focused and clear as possible.

In addition, Canada College (2017) propose a template for the preparation of learning outcomes, as shown in Figure 1.

Figure 1. Template for developing learning outcomes (Canada College, 2017)



ffice/services?
3. Make a list of these and try to write them as SLO statements using the examples and hints provided below. Relate them to the college's Strategic Plan and Action Plan.
4. Edit and review – refer to "How Do You Fix a Student Learning Outcome?" on page 3 of this handout, paying careful attention to the verbs used in your SLOs.
5. Meet with the college research office (which is all too eager to meet with you) to validate and, if necessary, refine the SLO into an authentic & useful assessment tool.

Learning outcomes may not be so general that they are difficult to evaluate. The examples in Figure 2 are quoted from the Canada College (2017) template, and they exemplify learning outcomes that are difficult or easy to evaluate.

Figure 2. Sample learning outcomes

TOO general and VERY HARD to measure…

1. …will appreciate the benefits of exercise.
2. …will be able to access resources at the Canada College.
3. …will develop problem-solving and conflict-resolution skills.
4. …will be able to have more confidence in their abilities.

Still general and HARD to measure…

1. …will value exercise as a stress-reduction tool.
2. …will be able to develop and apply effective problem-solving skills that would enable one to adequately navigate through the proper resources within the college.
3. …will demonstrate ability to resolve personal conflicts and assist others in resolving conflicts.
4. …will demonstrate critical thinking skills, such as problem solving as it relates to social issues.

Specific and relatively EASY to measure…

1. …will be able to explain how exercise affects stress.
2. …will be able to identify the most appropriate resource that is pertinent to their college concern.
3. …will be able to assist classmates in resolving conflicts by helping them negotiate agreements.
4. …will demonstrate the ability to analyze and respond to arguments about racial discrimination.

Student learning outcomes are embedded within the CLOs, PLOs, and ILOs (Larsen, 2011). ILOs are developed based on a university's vision and mission and general objectives, which comprise scientific achievements and certain academic values. They contain the achievements of all learning programs/levels managed by the institution. PLOs, meanwhile, show the achievement of a program within a level, such as Bachelor's, Master's, and Doctoral programs. The PLOs therefore indicate the achievements students must master at a certain degree level. As Larsen (2011) explains, PLOs include knowledge of the prerequisites that form a scientific discipline, the values of scientific professionals, critical and logical thinking skills, communication skills, critical decision-making abilities, and special abilities in the field of expertise. CLOs comprise achievements for one subject or groups of similar or related subjects. Achievements can be formulated in the form of overall achievements for the subject or group of subjects, and the achievements of the

unit/lesson in a course. The following example is quoted from Larsen's explanation (2011) when distinguishing between ILOs, PLOs, and CLOs.

Institutional Outcomes

A university sets its general vision and mission as a university that controls global communication. In addition, a university also establishes a family of knowledge that is the mainstay of its university program. It establishes a general goal to educate graduates, so they will be capable of critical thinking and be highly ethical, aware of the value of globalization, and masters of information literacy (Larsen, 2011). For this reason, Larsen (2011) exemplifies the ILOs shown below.

In completing their programs, graduates will be able to:

- Engage in purposeful reasoning to reach sound conclusions (Critical Thinking);
- Demonstrate the ability to make informed decisions based on ethical principles and reasoning (Ethics);
- Exhibit a sense of social, cultural, and global responsibility (Global Awareness); and
- Demonstrate the ability to find, evaluate, organize, and use information (Information Literacy).

Furthermore, the university formulates achievements in the field of science as follows:

> **Natural sciences**: Demonstrate comprehension of fundamental concepts, principles, or processes about the natural world.
> **Mathematics**: Demonstrate an understanding of mathematical concepts to solve real-world problems.

Program Outcomes

Program outcomes are broader than course outcomes and focus on the outcomes that represent a program's mission (Larsen, 2011). Example PLOs include:

Our graduates will:

1. Have the knowledge required to be successful in their fields;
2. Have the skills needed to be able to function successfully in their fields;
3. Be able to analyze problems in their fields and develop solutions or strategies to solve those problems;

4. Be able to communicate effectively;
5. Be able to apply the discipline's code of ethics when making decisions; and
6. Be able to design experiments and analyze data.

Course outcomes

Course outcomes are achievements for certain courses or groups of similar or cognate subjects. These achievements can be formulated to control the share of each unit for all courses or groups of courses. Course outcome formulation relates to the use of Audience, Behavior, Condition, and Degree (ABCD) formulas (Larsen, 2011; Aorola, 1985). In addition, these achievements are measured through responses that can be observed when targets reach *threshold values* (Canada College, 2017). For example, a lecturer may set a target where his students on a research course will be able to compile research proposals in accordance with the lesson plan and the assessment rubric at a 75% level of compliance. If the target of 75% is not achieved, at the very least a 70% level must be attained. Examples CLOs quoted from Newble and Canon (1994), Larsen (2011), and Canada College (2017) are given below.

By completing this course, students will be able to:
1. Demonstrate an inferential statistic to test the effect of vocabulary size on reading comprehension up to 90% (unit outcome);
2. Explain the procedures for using quantitative and qualitative approaches in language teaching research at 80% (course outcome); and
3. Apply teaching methods, evaluate the outcomes, and design teaching materials appropriate to the students' needs at 80% (course group).

Research Questions

In accordance with the background given above, this study was guided by the following research questions:

1) How does the structure of an INQF-based curriculum for undergraduate ELT programs need to be revitalized?
2) How does the formulation of learning outcomes refer to the INQF-based curriculum as a standard reference for ELT programs in Indonesia?

Methods

This research is a qualitative study using content analysis (Holsti, 1952) and applying grounded theory (Straus & Corbin, 1996) for the data analysis. The main data of this study were the curriculum documents of ELT Programs in Indonesia that were

available online, written curriculum documents from five universities in Central Java, and the online curricula of various foreign universities. The documents for the curriculum dissemination issued by Kemenristekdikti (2012, 2015, 2016) were also reviewed as secondary data sources. A number of 60 participants was involved in this study, consisting of 50 English lecturers who were members of the Study Program Association, 5 deans, and 5 assessors. Participants took part in in-depth interviews about the contents of an INQF-based curriculum, basic preparation, the accuracy of content, the formulation of objectives, learning outcomes, constraints, and processes to overcome obstacles in the development of an INQF-based curriculum.

The contents of the documents were sorted taxonomically based on their themes according to a thematic analysis (Cresswell, 2007). Furthermore, the results of the study were analyzed using a grounded theory analysis framework, namely open coding, axial coding, and the theoretical perspective. Open coding examines all data that have been obtained from content analysis, and the interview results were coded openly. This process makes it easy for researchers to identify the types of data and their categories. In axial coding, researchers conduct a study of the data that was previously coded. The results of this analysis include a general classification of data types, with each datum being grouped into the appropriate domain. Through this technique, the researcher obtained a description of the features of an INQF-based curriculum and its problems. At the theoretical perspective stage, the researcher incorporated the learning outcomes, the INQF-based curriculum, the description of courses, and related matters into the theoretical framework. The theory was then tested with data and formulated into a theory statement.

Findings and Discussion

Revisiting the ELT Curriculum

The INQF-based ELT curriculum structure requires revitalization, because variants appear here and there, and there are discrepancies in the competences of curriculum developers and institutions. From an interview with assessors on May 5, 2018, a striking difference in formulating the curriculum structure shows how some curriculum developers are less competent. Indeed, their course structures do not show how well their study programs can guarantee their graduates the same achievements as the level 6 INQF. As a result, study program heads dislike courses that are deemed hard to handle, so they replace them with their preferred courses without considering

quality standards (from the interviews with faculty officials on June 23, 2018). Because of this, there is a less positive perception of some subjects. For example, teaching practice course (PPL) is omitted, while teaching subjects are increased at the expense of reducing scientific subjects that are "less preferable" (from the interview with the Head of Study Program). If a revitalization is to be carried out, it is suggested to cover the following areas:

1) The 146 credits as a maximum graduate requirement can be achieved in seven semesters. Students are allowed to finish their studies in seven semesters based on a formal document that is in line with the content standards of higher education and an INQF-based curriculum.
2) Establish courses in groups of academic concern that have similar domains to facilitate the formulation of subject learning outcomes, the proposal of literacy courses, linguistic knowledge, teaching, evaluation and the curriculum, learning methods, and research.
3) Formulate standard content of the materials for each subject and subject groups.
4) Re-formulate the statements of learning outcomes in stages by dividing learning outcomes based on academic group learning outcomes, course program learning outcomes, and unit learning outcomes.

This revitalization has implications for the reform process in the following ways:

1) What will actually be formulated in learning outcomes is competence (Kemenristekdikti, 2014). The formula operationally uses verbs from Bloom's taxonomy. The achievements consist of three domains: attitude, knowledge, and performance/skill. There are similarities that are theoretically and practically found in the learning outcomes of foreign universities and those of the INQF. Both refer to competence and the measuring of attitude, knowledge, and performance. One difference, however, lays in how the formulation of learning outcomes in the INQF version is vague because of the technique used to prepare the course matrix.
2) The classification of courses in the INQF is mentioned in the Competency Based Curriculum (CBC). The CBC identifies groups of subjects in areas like personality development, scientific subjects, work skills and community courses. The INQF names them attitude, ability in the field of work, knowledge, and managerial ability. Examples grouping models have been well established at the State

University of Malang (UM). If this grouping is made more specific, this research arrives at the following:

a. *Literacy courses*: grammar, vocabulary, listening, speaking, reading, and writing. What literacy means here is the ability to achieve basic competencies in communicating in English at a minimum level. So far, attention to vocabulary mastery is not of particular concern. Objectives for mastering 3,000 general word lists in other EFL countries are of special concern. In Indonesia, however, due to an understanding of a communicative competence that is less focused on vocabulary and grammar, vocabulary courses are eliminated, but no courses are provided that can fill that vocabulary void properly.

b. *Scientific subjects in ELT*: This covers methods for teaching English, developing curricula, using textbooks, and evaluating, as well as variations like EAP (English for academic purposes), teaching English to young Learners, and breaking practices.

c. *Linguistic science courses*: This includes areas such as translation, general linguistics, pragmatics, semantics, syntax, discourse analysis, and literary understanding and appreciation. This subject is the scientific basis of broad language understanding. Such courses serve to give a broad understanding of the language while at the same time providing curriculum flexibility vertically and horizontally. Vertically, once equipped with language science courses, ELT program undergraduates can continue on to higher levels in ELT program majors or something other than ELT. Horizontally, the ELT program undergraduates of an institution do not miss out on scientific knowledge when compared to other graduates with other majors in the field of English.

   On the other hand, flexibility must also provide opportunities for below the undergraduate level, such as in high school, MAN (Senior Islamic Secondary School), vocational schools, and courses that will progress to ELT majors. Knowledge, skills, and competencies obtained at the intermediate level will be useful when graduates proceed to an ELT program. Thus, there are no claims of selfishness that, for example, demand that literary courses belong exclusively to the faculty of literature because only they are competent enough in literature. Likewise, in thesis writing, the ELT program should not assert that it is the best in the field of education. Taken together, this would mean

literary majors should not study education. Likewise, literature majors should not claim that mastering literature is the only concern of the literature department.

d. *Research and development of scientific works*: Research-related courses are the most important means for developing research skills. The subject of research methods must absolutely be strengthened in areas like statistics, data analysis, qualitative research, and writing scientific papers and theses.

So far, the matrix-based subject development technique poses a complicated problem because the matrix can only be effectively used for courses that are generally known, and grouping related fields is considered as violating the principles of the INQF. Substantially, the formulation of matrix-based learning outcomes is indeed still vague because the learning outcomes in question tend to be forced. Instead, the learning outcomes should have been formulated as a subject's learning outcomes rather than a graduate's. In addition, the courses compiled by learning outcomes differ in the domains in which should be grouped rather than being "forced" into one domain.

The Standardization of Learning Outcomes Formulation

The results of this study indicate that there are four types of standard learning outcomes, namely institutions, programs, courses, and graduates. However, the INQF tends to emphasize the graduate learning outcomes. The results also found that the learning outcomes of courses received less attention because the preparation process was carried out in "bulk" through a matrix, and there was "pressure" for allied subjects or similar contents to be put together within a portion of the study area.

This study proves that there have been difficulties in integrating the INQF curriculum guidelines in that administrators must translate the meaning of learning outcomes as competencies, attitudes, and knowledge into indicators whose concepts can potentially be misinterpreted. Templates for the attitude aspect help the general formulation, but on the other hand, they also restrict the creative process.

The results of the learning outcomes analysis of the INQF template are exemplified in a sample to show that the learning outcomes in the general knowledge and special knowledge template indicates PLOs or ILOs, so the formulation of CLOs and ULOs is required.

1# CP Program 1 General Knowledge, Template No. 1
"Mastering the theoretical concepts of the language and techniques of oral communication and general writing (general English) in the daily/general, academic, and occupational contexts equivalent to the post-intermediate level."
(CP 75 English Study Documents, unpublished)

2# CP Template Special Knowledge for S1 Program No. 5
"Planning, implementing, managing, evaluating, learning, and improving methods and the process of learning English as a foreign language in accordance with the characteristics and needs of students and stakeholders according to process and quality standards."
(CP 75 English Study Documents, unpublished)

If measured using the learning outcomes criteria, CP 1# and 2# show formulations that are too general, widespread, and difficult to measure. The main identifier of a CP is that it must be capable of being measured and demonstrated. For CP 1# and 2#, this can be demonstrated, yet it is difficult to measure. Evidently, these two CPs are examples of ILOs or PLOs. To be applicable, both CPs must be reduced to something more specific, demonstrable, and measurable. The use of verbs like "master" and lists like "planning, implementing, managing, evaluating, learning…" indicates that the actions are broad and difficult to measure.

The standardized learning outcomes of a group of courses are set out in Table 1, while a summary of the revitalized learning outcomes is presented in Table 2.

Table 1.
Suggested learning outcomes based on course groups

No	Course group	Courses	Suggested LO
A	English Literacy	1. Vocabulary 2. Grammar 3. Pronunciation 4. Listening 5. Speaking 6. Reading 7. Writing 8. Journal article writing	1. Demonstrate English mastery with a 4,000 word vocabulary and appropriate grammar for oral and written communication up to advanced level 2. Demonstrating mastery of academic English verbally and in writing for formal and informal purposes.
B	Language contents	1. Introduction to linguistics 2. Syntax 3. Phonology 4. Semantics 5. Pragmatics 6. Sociolinguistics 7. Discourse analysis 8. Literature 9. Translation 10. EAP	1. Explain scientific concepts of language and their application in reviewing linguistic problems. 2. Apply the results of a theoretical analysis of linguistics into a context related to literature, translation, social interaction, and academic goals.
C	Language teaching	1. TEFL 2. Teaching methodology	1. Explain the concept of methods of design for language learning, the development of

		3. Classroom management 4. E-learning & teaching methods 5. Language curriculum 6. Materials development 7. Assessment and testing 8. Instructional design 9. Apprenticeships 10. Micro-teaching 11. PPL 12. Community Outreach Program (KKN) in teaching	teaching materials, choosing methods, learning and practice in the classroom. 2. Demonstrating competence to teach English in the classroom and community context using technology, information based learning and appropriate managerial principles.
D	Research	1. Quantitative research in language teaching 2. Qualitative research in language teaching 3. Data analysis in qualitative & quantitative research 4. Research proposal 5. Proposal seminar 6. Undergraduate Thesis	1. Implement procedures and processes of scientific work logically using qualitative and quantitative approaches. 2. Compile written reports and communicate the results of the study verbally and in writing in the academic forum.

Table 2.
Proposed PLOs for an ELT curriculum for an undergraduate program

No	Course group	Suggested LO
A	English Literacy	1. Demonstrate English mastery with a 4,000-word vocabulary and appropriate grammar for oral and written communication up to advanced level. 2. Demonstrate mastery of academic English verbally and in writing for formal and informal purposes.
B	Language contents	1. Explain the scientific concepts of language and their application in reviewing linguistic problems. 2. Apply the results of a theoretical analysis of linguistics into various contexts related to teaching and learning, literature, translation, social interaction, and academic purposes.
C	Language teaching	1. Explain the concepts of teaching methods in language teaching, the development of teaching materials, teaching methods selection, instructional design, and practice in the classroom. 2. Demonstrate English teaching competences in the teaching in The classroom and society using technology, information-based approaches, and the appropriate managerial principles
D	Research	1. Apply procedures and scientific processes logically using quantitative and qualitative approaches. 2. Develop written reports correctly and communicate the results of a research verbally and in writing in an academic forum.

CP, Vision/Mission, General Purpose, and Learning Objectives

The findings of this study also show how respondents respond to developing learning outcomes and the factors underlying the background. A good learning outcome is able to help better understand how to help students learn and provide feedback, so that institutions can take steps to enable students to explain what they have learned from an institution, both inside and outside the classroom. If students can explain what they can do and what they know, it helps students to identify where they specifically need

to learn, whether it be knowledge, skills, attitudes, or values. The second formulation of CP has therefore not met the criteria for a good CP formula.

When interviewing about the learning outcome drafting process and its relation to vision, mission, and objectives, the respondents stated that they did not know, so they wrote the CP following an existing example. Operationally, there are five stages for formulating a CP, namely referring to the vision and mission of the institution, setting the most important targets that should be learned and later demonstrated by students, making a CP statement list along with examples, editing and reviewing CP statements, and discussing statements with the quality assurance department or other related institutions. According to the respondents, they were unaware of the five steps, so they had worked on none of them. What they did know is that a CP shows the expected learning outcomes, but when it came to how the process is formulated, they said they did not know. The respondents also said that they knew the prescribed operational verbs to use, yet they did not know that each verb must be demonstrated as a learning outcome by students and must be measurable.

Learning outcomes can be developed based on four sources: government, universities, study programs, and courses. When asked about the four learning outcome sources, respondents claimed to understand them, but they found it difficult to distinguish how the formulation of learning outcomes corresponded to each source. According to the respondents, the relationship between learning outcomes must show a relationship between the mission, goals, learning outcomes, and learning objectives that is difficult to distinguish. When explaining the meaning of each term, one respondent said that he already knew but it was not clear. The mission is a holistic vision of the values and philosophy of an institution, program, or department. The purpose, broadly, is to create a general statement about the knowledge, skills, and attitudes that students are expected to master. The outcome is clearly an operational definition specifically formulated for that purpose. Outcomes are student oriented. The learning objectives are the learning strategies expected from learning opportunities, which is teacher-centered.

When asked whether the learning outcomes they formulated helped support the learning objectives and clearly showed the aspects to be measured—including attitudes, knowledge and skills—the respondents generally answered hesitantly. For the respondents, learning outcomes are a statement about the competence of graduates, but how can such statements support their learning objectives? As for

describing the knowledge, attitudes, and skills, the respondents answered that they quoted from the KKNI curriculum guidelines.

Framework for Formulating Learning Outcomes

A standardization for the formulation of learning outcomes was agreed unanimously by all respondents, mentioning some points to be revisited and reformulated. The respondent's answers were:

- Create a template for formulating statements of learning outcomes.
- Choose operational verbs with an emphasis on words like remembering, explaining, evaluating, and formulating.
- Make groupings according to the following groups: literacy, teaching science, language science, and research.
- Develop knowledge and competencies that must be mastered in each group of subjects.
- Spread the 146 credits over seven semesters.
- Develop a thesis guidance model, trial examinations, and thesis examination stages.
- Support each other by exchanging articles that will be published in scientific journals in each institution, either from a thesis or an original paper.
- Make an inventory of the names and types of courses needed to obtain 146 credits.
- Formulate models for institutional learning outcomes, subject learning outcomes, and the gradual learning outcomes of graduates.
- Encourage the head of each study program to use these models in an efficient manner together with the formulation of standard competency courses.
- Incorporate technology-based teaching materials into each learning activity and each subject using gadgets like android devices.
- Use technology-based, blended-learning in learning, assignment, and assessment.

Conclusions and Implications

The objective of this study is to examine the formulation of learning outcomes in an INQF-based ELT curriculum for undergraduate students, making reference to learning outcome statements for ELT programs in Indonesia. In short, this study found that in general, a revitalization of the formulation for an INQF-based ELT curriculum is needed very urgently. Typically, the matrix approach to developing learning outcomes

is disorganized and makes learning outcomes unfocused, too general, and specifically missing the expected professional outcomes of ELT programs. The existing learning outcomes are PLOs, so definite learning outcomes that indicate CLOs and ULOs are urgently required. The formulation of content for an ELT curriculum lacks flexibility and vertical and horizontal continuity. Vertically, such curriculums have not identified how the knowledge of high school graduates (and equivalents) can be accommodated in an ELT program. Indeed, the contents of such ELT curricula are still so diverse that continuity with graduate and postgraduate programs is even less effective. Horizontally, these ELT curricula do not yet have a clear linkage when they are associated with a literature major, a certified undergraduate program, an overseas EAP program, or an international curriculum for ELT. In particular, this study found that there was a wide diversification in ELT study programs throughout Indonesia, starting with differences in the number of credits, the types of courses, the quality of the formulation of learning outcomes, the differences that require understanding to compile grouping guidelines, and the re-forming of the subject learning outcomes.

This study is limited in terms of the number of respondents and their distribution. While considering this limitation, the researcher suggest the following theoretical and practical implications. Theoretically, this study finds that the concept of learning outcomes, as issued by Kemenristekdikti, needs modifying. Learning outcomes should definitely be developed in adherence to ILOs, PLOs, CLOs, and ULOs, with such a reformulation being a top priority. The definition of learning achievement derives from the term “learning outcomes” and is actually a scientific umbrella for the learning outcomes themselves, so it does not need to be forced into something different.

Practical implications relate to the method of developing matrix-based learning outcomes. This method proves difficult and even “misleads” curriculum developers, because they are stuck in a matrix configuration that forces several courses to be integrated. A middle way could be found in that a matrix can still be created, but courses could be grouped according to a general taxonomy. For ELT programs, the taxonomy of the following groups is recommended: literacy, teaching science, language science, and research. With this concept, ELT program management associations need to make a new formula for learning outcomes for ILOs, PLOs, CLOs, and ULOs. ILOs and PLOs can be made in the form of templates, so the formulations that need to be emphasized are CLOs and ULOs. The association needs

to formulate guidelines for determining types of courses, competency standards, and assessment processes that can be applied throughout Indonesia while respecting the opportunity for certain study programs to offer different courses while still adhering to the association's formulation guidelines. In addition, further research is recommended to look at a larger number of respondents with heterogeneous backgrounds. It is also suggested to involve students and other stakeholders, such as teachers and school administrators.

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