

CURRICULUM NEEDS ANALYSIS FOR ENGLISH EDUCATION STUDENTS: TOWARD A RESPONSIVE AND TECHNOLOGY-INTEGRATED FRAMEWORK

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ABSTRACT

This study investigates the curriculum of the English Education Department at FKIPS Universitas Islam Makassar (UIM) through a comprehensive needs analysis aimed at enhancing its relevance and responsiveness. Using mixed methods, data were collected from 24 students, 4 lecturers, and 8 English teachers through questionnaires and semi-structured interviews. The findings reveal that students prefer kinaesthetic and visual learning styles and show a strong inclination toward technology-enhanced instruction, including video-based and app-supported learning. Teachers and lecturers highlighted challenges such as student motivation, classroom management, and the integration of educational technology. Based on the results, several curriculum recommendations were made: incorporating flexible, tiered modules; expanding interactive, hands-on learning activities; and emphasizing technology integration through frameworks like TPACK. New courses, such as English for Specific Purposes (ESP), and updated assessment methods, including project-based and continuous evaluations, were also proposed. These recommendations aim to align the curriculum with modern teaching trends, national qualification standards, and industry expectations. Ultimately, the revised curriculum is expected to better equip graduates with the skills needed in 21st-century educational and professional environments, ensuring that FKIP UIM remains at the forefront of English language teacher education in Indonesia.

Keywords: Curriculum development, needs analysis, technology integration, ESP, TPACK

INTRODUCTION

The evolving landscape of English language education is pivotal in the current globalized and technologically advanced era, where the English language serves as a crucial medium for communication and knowledge exchange. Institutions like the Faculty of Teacher Training, Education, and Literature (FKIPS) at Universitas Islam Makassar have the responsibility to equip future educators with necessary skills such as linguistic competency, pedagogical flexibility, and cultural awareness. Emerging trends in education underscore the need for English programs to not only adhere to national standards such as the Indonesian National Qualifications Framework (KKNI) but also to incorporate modern pedagogical approaches that reflect the demands of a diverse student population (Latif, 2017; Poedjastutie et al., 2018). Feedback from stakeholders indicates a pressing need

for curriculum renewal to address issues such as technology integration, student engagement, and responsiveness to various learning styles (Parnawati & Ulinuha, 2019; Mahbub, 2022). Research indicates that existing English programs often do not effectively prepare students to utilize the language in real-world contexts, highlighting the necessity for a curriculum that integrates English for Specific Purposes (ESP) along with innovative instructional methods (Mahbub, 2022; Sujana et al., 2020). Furthermore, evidence suggests that the incorporation of digital tools and interactive teaching methods enhances student learning experiences, aligning with contemporary educational expectations (Parvin & Salam, 2015; Oudeweetering & Voogt, 2018).

In this regard, conducting a comprehensive needs analysis is essential for evaluating the effectiveness of the current curriculum and shaping a more inclusive educational framework. Various studies advocate for a collaborative approach that involves input from students, lecturers, and practicing teachers to ensure that curriculum development aligns with both institutional goals and global standards of English language education (Poedjiastutie et al., 2018; Sujana et al., 2020). Literature also emphasizes the importance of incorporating project-based assessments and blended learning environments, which can provide more engaging and practical learning experiences for students (Wahyuningsih, 2018). To address the identified gaps in the curriculum at FKIPS UIM, the aim should be to design a robust framework that incorporates stakeholder feedback and aligns with both national and international educational standards. By embracing pedagogical innovations and emphasizing digital literacy, the English Education Department can significantly enhance the quality of teacher education, ultimately preparing graduates who are not only linguistically proficient but also equipped to meet the challenges of contemporary educational ecosystems (Dan-dan et al., 2023). This approach is critical for fostering a generation of English language educators ready to contribute to the globalized knowledge economy while addressing local educational needs.

METHOD

This study employed a mixed-methods approach, combining both quantitative and qualitative data to conduct a comprehensive needs analysis for the English Education Department curriculum at FKIPS Universitas Islam Makassar. The aim was to gather in-depth information from multiple stakeholders, including students, lecturers, and practicing English teachers, to identify current strengths, gaps, and opportunities for improvement in the existing curriculum. To collect data, two primary instruments were used: questionnaires and semi-structured interviews. The questionnaire was designed to capture quantitative data on perceptions, needs, and preferences related to the curriculum. It was distributed to students, lecturers, and teachers and covered various aspects such as English proficiency levels, preferred learning styles, class activities, use of technology, assessment methods, and suggestions for curriculum enhancement. The semi-structured interviews were conducted with selected lecturers to complement the survey findings. These interviews explored the lecturers' perspectives on teaching challenges, preferred methodologies, technology integration, and recommendations for curriculum development. The respondents comprised three main groups. A total of 24 students from the English Education Study Program participated in the survey, offering insights into their learning

experiences and preferences. Four lecturers with 6–10 years of teaching experience were interviewed to provide expert perspectives on curriculum implementation and pedagogical strategies. Additionally, eight English teachers from junior and senior high schools responded to the questionnaire, offering practical viewpoints on teaching challenges, essential skills, and suggestions for aligning university-level education with school-based realities. The data collection process involved administering questionnaires and conducting face-to-face interviews. Quantitative data from the questionnaires were analysed using descriptive statistics to identify trends and patterns in stakeholder responses. The data were categorized based on key variables, such as learning styles, media preferences, and teaching skill requirements. Meanwhile, qualitative data from the interviews were transcribed and analysed thematically. This analysis helped uncover recurring themes related to technology integration, curriculum effectiveness, and pedagogical improvement.

FINDINGS AND DISCUSSION

The findings of this study are organized into three main parts based on the responses from students, English teachers, and lecturers. These findings highlight the current state of the English Education curriculum at FKIP Universitas Islam Makassar and reveal critical insights into the expectations and challenges experienced by various stakeholders.

Student Responses

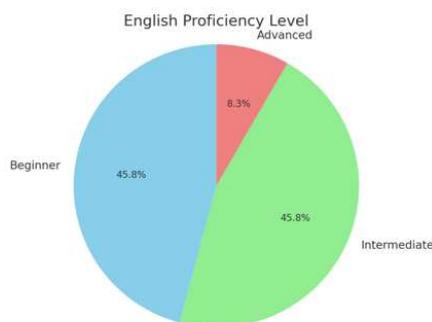


Figure 1 English proficiency levels

The findings from the student questionnaire at FKIP Universitas Islam Makassar reveal a diverse spectrum of English proficiency levels among the respondents, highlighting the necessity for a curriculum that is adaptable to meet the varying needs of learners. Specifically, 45.8% of students categorized themselves as beginners, while another 45.8% identified as intermediate learners, leaving only 8.3% as advanced. This significant variation underscores the importance of a flexible and responsive curriculum that caters to different stages of language acquisition (Nurmala et al., 2023; . Moreover, a considerable majority (66.7%) of students indicated that they had previously studied English formally,

suggesting that foundational learning environments play a crucial role in their current proficiency (Saud, 2023).

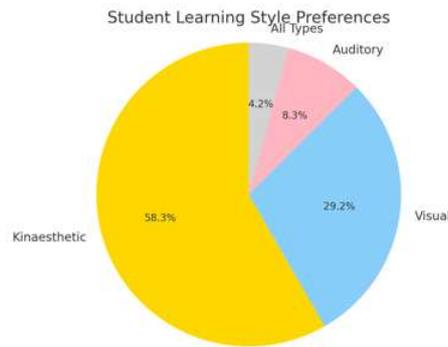


Figure 2 Student Learning Style

In examining learning preferences, the predominance of kinaesthetic (58.3%) and visual (29.2%) learning styles among students indicates a clear demand for more interactive and visually-supported instructional strategies. Activities like group discussions (45.8%), video watching (37.5%), and role-playing (33.3%) further illustrate students' inclinations towards experiential learning that actively engages them in the educational process (Barzani et al., 2021). Preference for digital media is notable, with 58.3% of students opting for platforms like YouTube and language-learning apps such as Duolingo. This suggests that students are increasingly leaning towards technology-enhanced learning environments, which align with findings that show technology can facilitate innovative pedagogical practices in language instruction (Adhikari, 2021; , Alian & Alhaj, 2023).

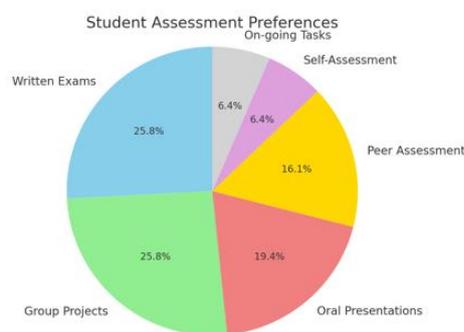


Figure 3 Student Assessment Preferences

Furthermore, there is significant interest in blended learning formats as expressed by 45.8% of students, highlighting the relevance of integrating online and face-to-face instruction. This hybrid approach not only meets contemporary educational demands but also enhances student engagement and motivation

(Sembring & Sitepu, 2024). Students' varied preferences for assessments—33.3% favoring written exams and group projects, and 25% favoring oral presentations—further illustrate the need for a curriculum that includes diverse assessment strategies to cater to different learning modalities and preferences (Idham et al., 2024).

Overall, the evidence gathered from student feedback underscores a compelling necessity for curriculum renewal, incorporating technology and interactive methods to create a learning environment that is dynamic and responsive to the diverse needs of learners at FKIP Universitas Islam Makassar (Nurmala et al., 2023; , Saud, 2023). The integration of such innovative practices will not only enhance engagement but also improve educational outcomes, ultimately preparing students to navigate the complexities of a globalized world where English proficiency is paramount (A, 2019).

English Teacher Responses

The insights provided by English teachers with over ten years of experience underscore the essential skills required for effective English language instruction, along with the various challenges encountered in contemporary educational environments. Notably, classroom management emerged as one of the most critical skills, supported by research indicating that proficient classroom management significantly boosts student engagement and learning outcomes Varank & İlhan (2013). Additionally, a substantial proportion of teachers—87.5%—emphasized the necessity of integrating technology into their teaching practices and developing effective instructional materials. This assertion aligns with findings that suggest educators who possess strong educational technology skills can better manage classroom dynamics and foster student motivation (Naylor et al., 2015). In conjunction with classroom management and technology integration, teachers also identified competencies related to reading, speaking, and vocabulary development as crucial areas for effective instruction. These competencies not only promote language acquisition but also enhance higher-order thinking skills, which are essential for students' critical thinking and creativity (Hasbullah et al., 2022).

The challenges specified by the English teachers reveal significant obstacles within the educational landscape. A prominent concern includes the disparity in students' abilities and low motivation levels, each cited by 87.5% of respondents as major challenges. Such disparities necessitate differentiated teaching strategies that cater to varied learner profiles (Khan et al., 2019). Moreover, limitations such as insufficient practice time and inadequate resources pose additional hurdles that educators must navigate. Most teachers—75% of respondents—acknowledged the need for prospective teachers to improve their classroom management and assessment skills, while simultaneously advocating for the incorporation of creativity, critical thinking, and moral values within English instruction. The collective insights from these experienced educators highlight a pressing need for comprehensive professional development and support, aiming to cultivate skilled English language teachers who can effectively address current

challenges and enhance student learning outcomes in an increasingly globalized context (Huang, 2023; , Mozgalova et al., 2021).

Lecturer Interview Responses

Lecturers at FKIP Universitas Islam Makassar provided diverse but complementary perspectives on necessary improvements to the English curriculum, highlighting the importance of integrating technology into English teaching methods. This approach aligns closely with the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the interplay between technological knowledge, pedagogical strategies, and content knowledge to enhance teaching effectiveness Widodo & Hidayati (2023), Wong et al., 2015). The lecturers proposed expanding practical learning opportunities, advocating for activities that incorporate modern tools such as social media and initiatives like English camps. They also emphasized the need for varied teaching methods that cater to different learning styles, reinforcing the idea that effective teaching requires a dynamic and adaptable approach (Wilujeng et al., 2020; , Yelken et al., 2019). Moreover, many lecturers noted that while existing courses remain relevant, there is an urgent need to introduce updated and context-sensitive content such as English for Specific Purposes (ESP), digital media for education, and video editing skills, aligning with contemporary educational demands.

In their evaluation of assessment techniques, the lecturers underscored the effectiveness of ongoing formative assessments and oral presentations compared to traditional exams, reinforcing the shift towards continuous and comprehensive evaluation methods that reflect real-world skills (Sierra et al., 2023). The call for future curriculum development to adopt a needs-based approach resonates with the principles underpinning TPACK, which argue for instructional designs rooted in the specific needs and contexts of learners (Safriana et al., 2023). This perspective is consistent with research showing that grounding curriculum updates in student feedback and current educational trends can significantly enhance teaching quality and student engagement (Koh et al., 2015). By integrating modern pedagogies and technological competencies into the curriculum, these educators aim to better prepare English language teachers for the challenges of a rapidly evolving educational landscape (Putri et al., 2021). Such approaches not only promote professional development among teachers but also strive to elevate the overall quality of English education within the institution.

CONCLUSION

This study aimed to conduct a comprehensive needs analysis to support curriculum development for the English Education Department at FKIPS Universitas Islam Makassar. The findings reveal a clear necessity for adapting the current curriculum to better reflect the learning styles, technological preferences, and professional needs of students and educators. Through quantitative data collected from students and teachers, and qualitative insights gathered from lecturers, the study highlights several critical areas for improvement, including

flexible content delivery, technology integration, and enhanced assessment strategies.

The results indicate that students have diverse levels of English proficiency and strongly favor kinaesthetic and visual learning methods. Their preferences for interactive class activities—such as group discussions and role-plays—and for technology-enhanced media, like videos and language apps, demonstrate a growing expectation for dynamic and engaging learning environments. Teachers and lecturers also identified essential teaching competencies, particularly in classroom management, material development, and the effective use of digital tools.

To respond to these needs, this research proposes key curriculum modifications: tiered instructional modules for different proficiency levels, greater incorporation of technology through frameworks like TPACK, the introduction of practical, hands-on learning activities, and a shift toward project-based and continuous assessment models. These recommendations align not only with stakeholder input but also with broader educational trends that prioritize learner-centered instruction and real-world applicability. Ultimately, this curriculum development initiative is expected to enhance graduate preparedness, making future English educators more adaptable, technologically fluent, and professionally competent. By aligning educational outcomes with the expectations of students, lecturers, and the job market, FKIPS UIM will strengthen its role as a leading institution in English language teacher education in Indonesia.

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