

ALIGNING EDUCATIONAL OUTCOMES: NEEDS-BASED SYLLABUS REDESIGN FOR INDONESIAN LANGUAGE INSTRUCTION

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Abstract

Indonesian holds the position as the national language, serving as the language of instruction in the educational environment. This makes Indonesian a mandatory subject for students. In this research, the researcher aims to identify the need for syllabus redesign based on the fundamental Indonesian language skills possessed by new students at Ma Chung University in 2023. When the basic abilities can be identified from the beginning, the development of syllabus materials can be adjusted according to students' initial abilities. This can certainly help students minimize misunderstandings in grasping the material. Based on the conclusions drawn from the research findings, they can be used as a reference to determine which materials need further exposure and which ones only require review. Identifying these weaknesses from the outset can improve overall academic success. This study adopts a survey research design, utilizing a questionnaire as the data collection technique. The questionnaire is designed to align with topics that are or will be covered in higher education, including spelling, punctuation, language varieties, and general language-related knowledge. It was distributed to 215 students, making the total respondents in this study 215 new students. To ensure research credibility, the researcher conducted member checking with the study participants. The results indicate that the highest basic understanding among students is in the topic of spelling and punctuation, while the lowest is in the topic of reference list writing. Therefore, the syllabus redesign that will be conducted can focus on the development of academic work, including how to cite or write a bibliography. Based on the research results, we can provide recommendations for future studies focusing on long-term assessments of syllabus redesign effectiveness. This could set an example for other courses in syllabus development or redesign.

Key words: redesigning the syllabus, Indonesian language

Abstrak

Bahasa Indonesia mempunyai kedudukan sebagai bahasa nasional, berfungsi sebagai bahasa pengantar di lingkungan pendidikan. Hal ini menjadikan bahasa Indonesia sebagai mata pelajaran wajib bagi siswa. Dalam penelitian ini peneliti bertujuan untuk mengidentifikasi perlunya perancangan ulang silabus berdasarkan kemampuan dasar berbahasa Indonesia yang dimiliki oleh mahasiswa baru Universitas Ma Chung tahun 2023. Apabila kemampuan dasar tersebut sudah dapat diidentifikasi sejak awal maka pengembangan materi silabus dapat dilakukan. disesuaikan dengan kemampuan awal siswa. Hal ini tentunya dapat membantu siswa meminimalisir kesalahpahaman dalam menangkap materi. Berdasarkan kesimpulan yang diperoleh dari hasil penelitian, dapat dijadikan acuan untuk menentukan materi mana yang perlu pemaparan lebih lanjut dan mana yang hanya memerlukan peninjauan kembali. Mengidentifikasi

kelemahan-kelemahan ini sejak awal dapat meningkatkan keberhasilan akademis secara keseluruhan. Penelitian ini menggunakan desain penelitian survei dengan menggunakan kuesioner sebagai teknik pengumpulan datanya. Kuesioner ini dirancang agar selaras dengan topik-topik yang sedang atau akan dibahas di pendidikan tinggi, termasuk ejaan, tanda baca, ragam bahasa, dan pengetahuan umum terkait bahasa. Dibagikan kepada 215 siswa, sehingga total responden dalam penelitian ini sebanyak 215 siswa baru. Untuk menjamin kredibilitas penelitian, peneliti melakukan member check kepada partisipan penelitian. Hasil penelitian menunjukkan bahwa pemahaman dasar siswa yang paling tinggi terdapat pada topik ejaan dan tanda baca, sedangkan yang terendah pada topik penulisan daftar referensi. Oleh karena itu, redesain silabus yang akan dilakukan dapat fokus pada pengembangan karya akademik, termasuk cara mengutip atau menulis daftar pustaka. Berdasarkan hasil penelitian, kami dapat memberikan rekomendasi untuk penelitian masa depan yang berfokus pada penilaian jangka panjang terhadap efektivitas desain ulang silabus. Hal ini dapat menjadi contoh bagi mata kuliah lain dalam pengembangan atau desain ulang silabus.

Kata kunci: redesain silabus, bahasa Indonesia

INTRODUCTION

Bahasa Indonesia is the national language of Indonesia. In the educational environment, Indonesian serves as the medium of instruction that must be mastered by learners, students, and university students in Indonesia. This is implemented when an educational institution adopts and applies the Indonesian curriculum. It differs when an educational institution adopts a curriculum from another country. The use of Indonesian as the medium of instruction is one of the functions when Indonesian is positioned as the national language. Therefore, Indonesian remains a compulsory subject that must be studied by university students.

Indonesian in the university setting is one of the general courses that must be taken by all students from all majors. However, the timing of implementation depends on the policy of each program. Some programs offer Indonesian language courses at the beginning of the semester, while others offer them in the middle or end of the semester. Despite the different timing, the goal or final achievement of this course is the same. The final achievement of this course is for students to understand and apply the rules of

the Indonesian language in the academic domain, both in oral and written forms.

The General Indonesian Language Course (MKU Bahasa Indonesia) emphasizes the skills of using Indonesian as the national and national language correctly and appropriately, focusing on academic writing (Hidayat et al., 2019). Therefore, the material taught aims for students to write Indonesian correctly and precisely according to linguistic rules and usage contexts.

The final achievement of learning in this Indonesian language course can be observed through the syllabus or curriculum prepared by educators. The final achievement outlined by educators can still be developed. When learning is conducted online, the learning system and the delivered material must also be adjusted. However, the core of the material generally remains unchanged. Therefore, an analysis of needs is required to address the mindset of new students, which is undoubtedly different from the mindset of their seniors. Not only that, this needs analysis can also be observed through the results of the basic skills tests of new students. This can be used as a reference for redesigning the syllabus for the Indonesian language course. The syllabus is a planning

document that details the teaching plan of a course (Korompot et al., 2023).

Redesigning the syllabus is crucial nowadays, given the widespread development of technology. The rapid development of technology is indeed excellent, but some aspects need to be cautioned because a person's language development can be eroded due to technological advancements. In this fast-paced era, producing scientific works with the help of artificial intelligence indirectly affects the reasoning patterns of individuals utilizing such artificial intelligence. This is because one manifestation of a person's thinking or reasoning process is through language. Thus, if even when composing scientific works, one must rely on artificial intelligence that can instantly generate scientific works, that person will lose the thinking process. This will blunt someone's reasoning process. To balance this, the Indonesian language course must remain in its position as a course that trains students in writing scientific works using correct and proper language. Therefore, a repackaging of the Indonesian language course is needed, adjusted to the characteristics, needs, and current era.

Furthermore, this research needs to be conducted because, so far, the implemented syllabus has not considered the initial abilities of students. However, this is crucial to enhancing the achievement of learning Indonesian language as a general subject. When the basic abilities can be identified from the beginning, the development of syllabus materials can be adjusted according to students' initial abilities. This can certainly help students minimize misunderstandings in grasping the material. Not only that, based on the conclusions drawn from the research findings, they can be used as a reference to determine which materials need further exposure and which ones only require

review. Identifying these weaknesses from the outset can improve overall academic success.

However, developing a syllabus or designing an Indonesian language syllabus may encounter obstacles because Indonesian language courses are general subjects intended for all faculties. Therefore, any adjustments or developments need to consider the characteristics of each faculty to provide a more comprehensive understanding, especially regarding research-related materials.

Research related to syllabus redesign is not a new topic; there are two relevant studies on this. The first study was conducted by Helaludin (2018) with the title "Analysis of Needs in Redesigning the Syllabus (RPS) for Indonesian Language Courses in Higher Education." The results showed that the needs of students and the views of lecturers in Indonesian language learning include content dimensions, learning strategies, language varieties, learning objectives, literature learning, and assessment. Additionally, there is another study conducted by Mayrita et al. (2022) with the title "Student Language Needs as Material for Redesigning the Syllabus for Indonesian Language Courses." The results of this study indicate that students' difficulties in language use and their language proficiency needs can be used as material for redesigning the syllabus of Indonesian language courses in higher education. Based on these two relevant studies, it can be noted that there is no research redesigning the syllabus based on the basic Indonesian language skills and students' perceptions of Indonesian language learning.

However, this is crucial to do considering that the syllabus needs to be updated with the development of students and the current era. Therefore, this study will examine the basic Indonesian language skills

possessed by students and their perceptions. The results of this study will be used as a benchmark in the development of the Indonesian language syllabus as a general course at Ma Chung University.

METHOD OF RESEARCH

The researcher employs a survey research method. This is based on the limited interest of students in other cohorts to learn the Indonesian language, thus requiring an assessment of new students at Ma Chung University. Therefore, the subjects of this study are the new students of the 2023 cohort who are required to take the mandatory Indonesian language course in both the odd and even semesters. The focus of this research is to deduce detailed information about the phenomenon of students' understanding of basic language skills, which can be used as a benchmark for the learning material needs in the development of the Indonesian language syllabus. In this study, the researcher serves as the key instrument. In addition to the primary instrument, the researcher also utilizes a supplementary instrument in the form of a questionnaire distributed to the new students of the 2023 cohort at Ma Chung University.

The data collection technique used in this research is through a questionnaire. The questionnaire is designed to collect data from students, tailored to topics that have been or will be studied in higher education, covering spelling, punctuation, language varieties, and general knowledge related to linguistics. The questionnaire is distributed to 215 students, making the number of respondents in this study 215 new students. To test the credibility of the research, the researcher performs member checking on the research respondents.

DISCUSSION / RESEARCH FINDING

The analysis of needs conducted in this research is based on findings of the basic abilities of students in answering questions categorized into 6 topics: (1) the position and function of the Indonesian language, (2) language varieties and styles, (3) effective sentences, (4) spelling and punctuation, (5) paragraph development, and (6) reference writing. The results and discussions are presented below.

Basic Ability in Understanding the Function and Position of Indonesian Language

The material on the function and position of the Indonesian language aims to introduce the position of Indonesian as the national and state language. The ultimate goal is for students to identify the functions of the Indonesian language according to its position. In this topic, students answered two different questions. Specifically, 9.03% of students correctly answered questions about the function of Indonesian as the national language, and 22.79% answered correctly regarding its function as the state language. Overall, the basic ability of students to identify the function and position of the Indonesian language is only 16.05%.

This indicates that students have not fully grasped the functions and positions of the Indonesian language. Although the ultimate goal is for students to implement Indonesian language skills in both oral and written forms within their academic disciplines, understanding the position and function of the Indonesian language is crucial. According to Putri et al. (2023), understanding the position and function of the Indonesian language is a form of self-identity.

Basic Ability in Language Varieties and Styles

Understanding language varieties and styles is not new for new students, as this material has been covered in high school, known as formal or informal language. Therefore, questions on this topic are more numerous than the first topic. In this section, students answered 4 questions related to Indonesian language varieties and styles. For the first question on the grouping of Indonesian language varieties based on their variations, 18.60% answered correctly; for the second question on the rules for implementing formal language, 78.60% answered correctly; for the third question on examples of sentences with standard varieties, 38.60% answered correctly; and for the last question on the correct usage of non-standard sentences, 8.33% answered correctly. Overall, the new students' basic ability in Indonesian language varieties and styles is 36.03%.

This percentage, though relatively low, indicates the need to continue introducing this material to students. According to Ningrum (2019), students are agents of change, and even with the prevalence of colloquial language, they should still be able to use standard Indonesian language varieties suitable for the context. Without proper guidance, the use of colloquial language may unintentionally displace the use of formal language.

Basic Ability in Effective Sentence Writing

Effective sentences are those written using the rules and structures of the Indonesian language. A sentence is considered effective if it meets specific criteria, such as having minimal subject and predicate elements, using correct spelling and punctuation, avoiding wordiness, eliminating ambiguity, and refraining from repeating the same words. This material has already been

studied by students in school, making questions on effective sentences seemingly easier. Based on the questionnaire distributed to new students, 51.10% correctly mentioned the characteristics of effective sentences, 16.27% could transform an ineffective paragraph into an effective sentence, 52.55% correctly grouped ineffective sentences, and 19.06% could edit ineffective sentences. Overall, the results for effective sentence writing indicate that 30.40% of students answered correctly. This percentage suggests that less than 50% of students have a good understanding of effective sentences. However, this knowledge is crucial for higher education, especially in scientific report writing or final assignments. Therefore, this material needs to be enhanced in the redesigned syllabus.

According to DamayanTI, Ahmad, and Rama (2023), topics related to language, such as sentences or words, are less effective in improving students' language skills. They suggest prioritizing the introduction of concepts governing the use of written and spoken language accompanied by examples. This implies that the topic of sentences needs to be developed but should be project-based to ensure its quick applicability. Therefore, the topic of sentences remains essential in the development of a new syllabus.

Basic Ability in Spelling and Punctuation

The material on spelling and punctuation is not unfamiliar to students, as it has been studied since elementary school. However, each school level has different targets for mastering spelling and punctuation. Meanwhile, in higher education, material related to spelling and punctuation is still studied as an implementation of all previously learned spelling rules. Based on the research conducted, it was found that 50.69% of students could determine the correct writing of prepositions, 66.975%

could apply the rules of abbreviation writing correctly, 33.48% could identify the correct writing of titles, and 71.16% could write affixes correctly. Based on all these results, it can be stated that 53.39% of students have basic abilities related to spelling and punctuation in Indonesian. This percentage is the largest compared to other topics. It indicates that students' mastery of spelling and punctuation in Indonesian is already quite good.

Therefore, in the development of the new syllabus, material on spelling and punctuation should only be used as a review and continued with the application of spelling and punctuation theory through assignments or projects. Through project-based learning, students will have more opportunities for practice, ensuring a better understanding of spelling and punctuation. A good understanding of spelling and punctuation enhances politeness in language, which can elevate a person's language proficiency.

Basic Ability in Paragraph

Development Material on paragraphs is not new to new students because it has been studied in school. To assess students' basic abilities in paragraph development, three questions related to paragraphs were observed. In the first question, regarding developing supporting paragraphs based on the provided topic, it was found that 37.20% of students answered correctly. For the second question about developing complex paragraphs, 41.86% of students answered correctly, and for the last question about the ability to summarize a text, 20.93% answered correctly. Overall, it can be stated that students' overall basic ability in paragraph development is 33.33%.

This percentage is considered low, even though writing paragraphs is a core topic in learning the Indonesian language. However, it turns out that students still need

to learn how to develop paragraphs. Well-developed paragraphs can reflect the good thinking patterns of the writer. If careful in language use, one is likely to be careful in thinking because language reflects reasoning or thinking (Rostina, 2023).

Basic Ability in Reference Writing

Writing references is essential in creating a scholarly work. Before writing a scholarly work, a writer must understand how to cite to strengthen each argument in the work. Based on the distributed questionnaire, it was found that the basic ability of new students to understand the topic of reference list writing is 17.20%. This indicates that students still need to practice writing citations and reference lists. Before learning about citation and reference writing, students need to understand the concept of scholarly writing. The concept of scholarly writing needs to be understood by students not only because their final assignments are scholarly works but also because in today's era, students need to be literate in data within scholarly works.

According to Crusoe in Nikensari et al. (2019), data literacy is the ability to obtain, identify, analyze, and summarize data to achieve a goal. This literacy is essential to minimize any ambiguity or misinformation so that students become more critical with accurate and valid arguments. After understanding the concept of scholarly writing, students will become more accustomed to citing and writing bibliographies or references. Therefore, the topic of scholarly writing needs to be emphasized in Indonesian language education.

Based on the entire presentation of students' basic abilities, a Sub-CPMK (Sub-Competency Standards and Learning Targets) can be formulated as a reference in redesigning the Indonesian language syllabus

for 2023, which includes: (1) being able to relate the history, position, and function of the Indonesian language to a nationalist and responsible attitude; (2) being able to distinguish the use of Indonesian language varieties in writing a scholarly work and oral communication according to the context and communication situation; (3) being able to edit the use of spelling and punctuation in scientific communication, both in oral and written form; (4) being able to write effective sentences in the development of scholarly paragraphs; (5) being able to capture important information in texts accurately and connect the main topics; (6) being able to compose scholarly works, considering ethics, systematicity, and language rules; and (7) being able to summarize various literary results from various sources as supporting arguments in writing.

CONCLUSION

Based on the conducted research, six main topics have been identified, namely the position and function of the Indonesian language, styles and language registers in Indonesian, effective sentences, spelling and punctuation, paragraph development, and reference writing. Each classification of these topics indicates that the highest basic understanding among students is in the topic of spelling and punctuation, while the lowest is in the topic of reference writing. This suggests the need for the development of students' data literacy, and educators should prepare teaching strategies that integrate theory with practice, such as project-based theory in effective sentence or paragraph development through project-based assignments. Therefore, it can be concluded that the following topics (1) the ability to relate the history, position, and function of the Indonesian language with a nationalistic and responsible attitude; (2) the ability to distinguish the use of various styles and

language registers in Indonesian when writing a scientific paper and engaging in oral communication according to the context and communication situation; (3) the ability to edit spelling and punctuation usage in the context of scientific communication, both in oral and written forms; (4) the ability to write effective sentences in the development of scholarly paragraphs; (5) the ability to capture essential information in texts accurately and connect it to the main topic; (6) the ability to compose scholarly works with attention to ethics, systematic presentation, and language principles; and (7) the ability to summarize various literature text results from various sources as supporting arguments for writing should be incorporated into the Indonesian language syllabus for the next semester.

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