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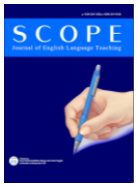

Research Article

Masters of English Study Program Curriculum Evaluation: A Review of Technology Integration in Learning Process

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Master's English Program Curriculum; Technology Integration; Learning Process

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A B S T R A C T

The research deals with Master's English Program Curriculum Evaluation: A Review of Technology Integration in Learning Process. The objective of the study was: (1) to explain how technology integration was implemented by all lecturers in Master's English Program on learning process; (2) to find out the reasons why the technologies integration was implemented by some lecturers in Master's English Program on learning process. The research was conducted by using descriptive qualitative design. The data were collected by observing and interview 6 lecturers who teach in Master of English Tadris Study Program. The data were collected through observation and interview. The technique of data analysis was interactive model. The finding of this study revealed that: (1) The integration of technology that occurs in learning is still not optimal. There are still activities that are less applied in the learning process such as the absence of interactivity and lack of student involvement in the learning process; (2) all lecturers concur on the necessity of integrating technology into the learning process, believing it facilitates a more efficient educational experience and ensures that they remain current and responsive to contemporary demands. And also, they still understand conceptually what technology integration is, but understanding in the application in learning by integrating technology is still not understood deeply.

INTRODUCTION

Changes in the direction of goodness require the development of various sciences to be able to provide solutions to the concerns that are being faced today. The implementation of the tridharma in higher education as stated in Law No. 20 of 2003 (Depdiknas, 2003; Rahmawati et.al., 2022) is an effort to strengthen human resources in order to have competencies in accordance with their respective fields, both in the fields of knowledge and skills. Education has a very vital role in encouraging a better life order. According to Muji et al. (2021), the implementation of education requires plans and guidelines in its implementation to achieve optimal development of students' potential, where the form of plans and guidelines is in the form of a curriculum.

Habibi et al. (2020) stated that the curriculum acts as a reference for educators in designing, developing and transforming learning scenarios that are tailored to learning objectives. For educators, the curriculum is used as a guide

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in implementing strategies and creativity of educators in developing innovative and fun learning that is centered on students. It also provides experiences in learning to students so that the abilities they hone during the learning process can be applied later to society. Thus, the curriculum is used to describe the educational design for students and what students must understand. It should be understood that educational institutions are built to guide students to develop as expected. It provides a point of view that the core of the curriculum is learner-centered. Learners' abilities and skills will be achieved if they gain learning experiences through every activity designed by educational institutions, either through courses or other activities said (Forey & Cheung, 2019).

At the Higher Education Unit Level, the Indonesian National Qualifications Framework (KKNI)-based curriculum emerged as an effort to harmonize the design, preparation and implementation of the education curriculum with advances in technology and science (Higher Education Curriculum Development Team, 2016, 2017). Conceptually, this curriculum requires students to have abilities in aspects of attitude, knowledge, skills, managerial, technology, and responsibility (Higher Education Curriculum Development Team, 2016, 2017). In realizing them, the Study Program must prepare facilities and infrastructure that can support the realization of this ability and educators are asked to keep abreast of current technological developments.

The development of the digital era and revolution 4.0 requires educators to be able to integrate technology in the teaching and learning process. Luke & Hogarth (2011) added that the process of optimizing learning certainly cannot be separated from the use of technology in the learning process. Suryadi (2007) stated that the use of technology has advantages in the learning process, namely helping and making it easier for students, and also making students feel the benefits of technology because students can capture various colours, choices of images, sounds, videos and other things available in the media.

Thus, learning process which is integrated with technology can make it easier for educators to deliver learning materials and even make student assignments. Even the learning process can run more fun. In fact, there are still some lecturers who still do not use technology integration in the learning process. Some of them say that it is easier and easier when teaching without technology and some also assume that with technology it is complicated and difficult because we have to make it into ppt and type it again on a laptop.

Based on the explanation above, the use of technology integrated in the learning process in the curriculum must be developed. The development of technology must refer to the standards in the curriculum. So, the curriculum used as the basis for educational activities needs to be evaluated and developed according to the needs of student educators and graduate users by technological advances.

The existence of curriculum evaluation activities is a consideration for leaders both at the faculty level and at the university level in making improvements, defense and development on each indicator of the curriculum. Evaluation aims to find out, analyze, and make decisions on every educational and learning activity that has been arranged, whether it has achieved the set goals or not. Adellia & Prajawinanti (2021) said that evaluation is also a comparison of what is written with what is done, showing the progress obtained from program implementation and helping to find obstacles during program implementation. A systematic, objective and comprehensive evaluation, related to the implementation of the curriculum will produce data and facts that are able to provide motivation and good strategic steps in the future for the Study Program.

The Master of English Tadris Study Program is a new study program within the Faculty of Tarbiyah and Teachers' Training at UIN North Sumatra Medan, the new study program received permission to operate in 2019. The Master of English Tadris Study Program accepted the first batch of students for the 2020- 2021 academic year, by accepting Regular and Non-Regular classes In 2023, the Master of English Tadris Study Program conducted reaccreditation and received very good results.

Based on the analysis of the problems above, it can be explained that the curriculum in the Master of English study programme has never been thoroughly evaluated by the faculty, especially in terms of integrating it into the learning process. Research conducted by Kurniawati entitled Evaluation of Educational Programmes from the Perspective of the CIPP Model (Context, Input, Process, Product) provides results that a curriculum or programme that has never been monitored and evaluated results in processes and results that are far from what is expected and related parties cannot determine the steps for the next programme (Kurniawati, 2021).

In addition, Neldawati & Yaswinda's research entitled CIPP Evaluation of the Implementation of Permendikbud 137 and 146 of 2014 shows that the results of research related to curriculum evaluation programmes or a programme that has been carried out, among others, reveal that there are still problems in some schools that do not understand the standards in implementing the curriculum, which has an impact on the less than optimal educational process carried out (Neldawati & Yaswinda, 2022).

The results of Mubai et al. 's research explain that curriculum evaluation activities benefit study programmes by maintaining and improving the achievements of planned programmes in informatics engineering study programs (Mubai et al., 2021).

Based on the description of the background above, this research will focus on evaluating the curriculum of the Tadris English master study programme in the learning process carried out by educators/lecturers in the classroom. This research offers a new perspective on the importance of curriculum evaluation in the digital era. For example, constructivist learning theories from Piaget and Vygotsky are relevant in explaining the role of technology in actively building students' knowledge. Digital technology can also be an effective tool to support interactive and meaningful learning.

METHOD

This study was conducted by using descriptive qualitative design, which was basically interpretative research to purposefully selected informants either documents or visual materials that might be the best answer to the research problem. It was chosen because qualitative research has the natural setting, as the direct source of data and the researcher is the key instrument (Bogdan & Biklen, 1982). Miles, Huberman and Saldana (2014) state that there are three stages carried out in the processing of qualitative data, namely data condensation, data display, and data verification or conclusions.

The data were collected by observing and interview 6 lecturers who teach in Master of English Tadris Study Program. The data sources are the reason from all lecturers who teach in Master of English Tadris Study Program whether they integrate the technology in learning or not. To collect the data, the researcher will observe the classroom while learning process. Then, record the interview with all lecturers related to the way they teach in the classroom. The utterances form the interview.

The data were analyzed qualitatively through, data condensation, data display and drawing conclusion through verification. The data were analyzed following the techniques used to collect data and the objectives of the study.

RESULTS AND DISCUSSION

The data of this study were taken from observation in the classroom when the lecturers were teaching in the classroom and interviewed the lecturers related to technology integration. The observation and interviewing were done in order to answer the research questions, such as how technology integration implemented by all lecturers and the reason why the lecturers implemented technology integration in learning process.

After conducting observations to several lecturers in the classroom when they teach, researcher found that the integration of technology in learning has been well implemented but it is still not maximally applied in the learning process, there are still some shortcomings in integrating technology. From several lecturers who were observed, the lack of maximisation in integrating technology was seen and varied between each lecturer.

Observations to the first lecturer showed the results that interactivity in the learning process did not occur properly. Lecturer only focus on teaching the material until it is finished without any active communication that occurs between lecturers and students since the learning starts until it is finished. Everything only focuses on the material presented by the lecturer. Interactivity is a two-way communication that occurs between learners, lecturers, and teaching materials. Thus, during the learning process there is an active communication between lecturers and students. However, if students only focus on the lecturer's material, interactivity in learning does not occur, and the integration of technology in learning does not occur optimally.

Lack of optimalisation in integrating technology also occurred in the second lecturer. Learning without student involvement also occurs. The focus of learning is only on the lecturer or Lecturer centre. Student involvement in the learning process is lacking. In every meeting, students only get an understanding only from the lecturer, without any student involvement in it, such as making articles related to lecture material or CBR on reference books used for the course being studied.

The same thing also happened to the third lecturer, where less optimisation in integrating technology also occurred. Interactivity and involvement are not maximised. It was seen in the observation that occurred in the classroom. The centre of learning is still the lecturer and the interaction is only the lecturer providing material until the end of learning. Based on observations of 3 lecturers who carry out learning, the results show that technology integration is still not optimally applied in the learning process in the English Education Study Programme. There are still activities that are less applied in the learning process such as the absence of interactivity and the lack of student involvement in the learning process.

There are several reasons that motivate the lecturers who teach in the Master's Program of English Education to integrate technology in the learning process. They consider that by integrating technology in the learning process, the

learning process will run more easily and lecturers are not out of date or lecturers who follow the changing times and according to the needs of the times. Based on the data obtained from interviews with several lecturers, it shows differences in the reasons for integrating technology.

When the first lecturer was interviewed regarding the integration of technology, he was very enthusiastic and interested about it. He said 'Nowadays, we as lecturers must be able to use technology so that the integration of technology in the learning process will be maximised'. Based on this statement, it is clear that the first lecturer strongly agrees and requires every lecturer to be proficient in using technology to make the learning process easier and more enjoyable. However, when he is asked about how learning integrates technology, the first lecturer answered 'Learning that integrates technology must have technological elements, which must use infocus/projectors, laptops and technology-based learning'. Based on his statement, it can be said that the understanding of integrating technology is only limited to the use of complete technological elements in. Whereas there are still other elements so that it can be said that learning integrates technology.

Meanwhile, the second lecturer has his own opinion about technology integration, according to him 'technology integration is the use of technology in the learning process'. Thus, the second lecturer agrees with the integration of technology in learning. And when asked what integrating technology in learning looks like, he answered 'integrating technology in learning is that we must use technology when teaching, such as laptops, infocus and if sending assignments via email, it is also included using technology.' This statement explains that the understanding of integrating technology is only limited to the tools used, not yet entering into the process of integrating technology.

Almost the same sentence was also said by the third lecturer when asked about how to integrate technology in learning. He said 'integrating technology, there must be an element of technology when we teach, so we have to teach using laptops, infocus and students presenting papers must also use technology'. The statement illustrates that integrating technology in learning only uses technology as a tool in the learning process. When he is asked about what technology integration is, he answered 'technology integration is a learning by using technology and must be in accordance with the times, and I agree to apply it in the learning process'. Based on the sentence expressed by the third lecturer, it can be concluded that he knows and agrees with the integration of technology in learning, but what kind of technology integration in real learning he still does not understand.

CONCLUSION

Based on the analysis of data obtained from observations and interviews with several lecturers, findings were found in this study, they are:

Observations made of 3 lecturers in the Master's Program of English Education showed that the integration of technology that occurs in learning is still not optimal. There are still activities that are less applied in the learning process such as the absence of interactivity and lack of student involvement in the learning process.

The results of interviews that have been conducted with 3 lecturers show that all lecturers agree to integrate technology in learning, they believe that when we integrate technology, the learning process will flow more smoothly, and lecturers will not be out of date but will be lecturers who are current and responsive to the demands of the times. And also, they still understand conceptually what technology integration is, but understanding in the application in learning by integrating technology is still not understood deeply.

To overcome this, careful planning and professional development for lecturers are needed to ensure that the evaluated curriculum can run optimally per the provisions made. In addition, curriculum developers and designers should pay more attention to every aspect of curriculum development. Future research can further explore the suitability of the RPS and Syllabus in a curriculum implemented by each study programme.

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