

## **GRADUATES' NECESSITIES ON ENGLISH EDUCATION CURRICULUM OF IAIN PAREPARE (A NEED ANALYSIS STUDY)**

Syaiful  
IAIN Parepare  
[syaiful@iainpare.ac.id](mailto:syaiful@iainpare.ac.id)

### **Abstract**

*This research aims to provide information about the graduates' necessities on english education curriculum of IAIN Parepare. This research is a descriptive study with a survey method. The population of this research is the graduates of English Education Program at IAIN Parepare. The total population of this study were 255 graduates. In this research, purposive sampling is used to determine the sample. The number of samples is 72 graduates, which is done by the Slovin formula. This research used a questionnaire in collecting the data and using the percentage technique to see the frequency of the respondents' answers. The result of this research shows that the graduates' necessities on English education curriculum are courses that directly impact their teaching abilities.*

**Keywords:** Curriculum, Need Analysis, Graduates Necessities

### **Introduction**

Several factors determine the success of education in higher education, one of them is the graduates' quality. To produce qualified graduates, a well-arranged curriculum is needed to meet competence. Curriculum as a reference for educational programs provided by an educational institution that contains the design of lessons to students. Curriculum as a plan for learning (Jan et al., 2009). In formal education, curriculum plays a vital role in achieving learning goals.

Curriculums have a very strategic position, especially in educational institutions. It is an integral part of education and learning. Without a good curriculum, the implementation of education and learning will be messed up and have no clear objectives. Sukiman (2015) stated that the curriculum has a central position in the entire educational process. The curriculum aims as a direction or guideline in implementing the learning process. The curriculum directs all educational activities in order to achieve educational objectives. McKimm (2007) stated that curriculum serves as a vehicle to realize the educational objectives of each type, function, or unit of education, which is a national educational goal.

The educational curriculum in Indonesia often changes. These changes occur because of dissatisfaction with the results of education. Meanwhile, curriculum changes also occur due to the development of science, so the needs in the field of education are also growing.

The fact shows that education today is faced challenges. Many aspects of life have changed and shifted. Therefore, the paradigm and education system must be adapted to the needs of the times. Of course, these changes are expected to lead to better future education.

Prihantoro (2014) stated that this era causes education challenges, especially in preparing the next generation to compete in this era. Therefore, all levels of education should be developed according to the needs in order to prepare the generation that have a good quality.

One of the basic assumptions of curriculum development in education must be based on an analysis of student needs. The procedure used to gather information about student needs is known as need analysis. Need analysis is an initial stage that needs to be distinguished in education program planning (Nurjannah, 2018).

Moreover, the curriculum used in the English program at IAIN Parepare is integrated with the Islamic context. Therefore, it is crucial to know whether the available subjects in the curriculum have been under the needs.

Based on the above problems and explanations, this research entitled “Graduates Necessities on English Education Curriculum of IAIN Parepare (A Need Analysis Study)” focuses on the English Program curriculum at IAIN Parepare.

## **Method**

This research was a descriptive study with a survey method. Descriptive research describes a research situation, while this research was aimed to describe the graduates' necessities on english education curriculum. This research used the survey method because it was used to collect data or information about large populations using relatively small samples. According to Sukmadinata (2008), survey data collection can be obtained through questionnaire distribution. It is used because it can collect data in a relatively short time.

The population of this research was the graduates of the English Education Program at IAIN Parepare. The total population of this study were 255 graduates. In this research, purposive sampling was used to determine the sample, meaning that the population was selected with specific considerations (Sugiyono, 2015). The number of samples can be done by using the Slovin formula as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = number of samples

N = Total population

e = Error tolerance

The total population in this study were 255 graduates. Therefore, the error tolerance used was 10%. Based on the Slovin formula above, the sample of this research was as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{255}{1 + 255 (10\%)^2}$$

$$n = \frac{255}{1 + 255 (0,1)^2}$$

$$n = \frac{255}{1 + 255 (0,01)}$$

$$n = \frac{255}{1 + 2,55}$$

$$n = \frac{255}{3,55}$$

$$n = 71,8$$

It shows that the number of the samples of this study were 72 graduates from 255 populations.

The research instrument that was used in this study was a questionnaire form. It was used to find out the graduates' necessities on English education curriculum of IAIN Parepare. The data analysis technique used in this research was the percentage technique. Percentage analysis was used to see the frequency of respondents' answers and phenomena in the field. This step was carried out to determine the size of the proportion of each answer to each question so that the data obtained would be easier to analyze. The percentage technique used in this study uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of answer

N = Total number

## Results

This section contains data related to graduates' necessities on the English education curriculum at IAIN Parepare, divided into 8 subject categories, namely Teaching studies, English Skills, English Sub Skills, Linguistics, Islamic Studies, Culture, and general subjects and Supporting Subjects.

### a. Teaching Studies

Table 1  
Graduates' necessities on Teaching Studies

Subjects	Percentage			
	SM	M	TM	STM
Pengantar Ilmu Pendidikan	56,9%	41,7%	1,4%	-
Psikologi Pendidikan	79,2%	19,4%	1,4%	-
Pengembangan Kurikulum	79,2%	19,4%	1,4%	-
Filsafat Pendidikan	29,2%	58,3%	11,1%	1,4%
Manajemen Pendidikan	58,3%	38,9%	2,8%	-
Strategi Pembelajaran	93,1%	5,6%	1,4%	-
Statistika Pendidikan	29,2%	58,3%	11,1%	1,4%
Teknologi Pembelajaran	75%	23,6%	1,4%	-
Perencanaan Pembelajaran	80,6%	13%	1,%	-
Etika Profesi Guru	84,7%	15,3%	-	-
Bimbingan Dan Konseling	61,1%	37,5%	1,4%	-
Evaluasi Pembelajaran	83,3%	16,7%	-	-
Metodologi Penelitian Pendidikan	51,4%	43,1%	2,8%	2,8%

Methodology of English Research	58,3%	38,9%	1,4%	1,4%
Micro Teaching	86,1%	11,1%	2,8%	-
Language Testing	69,4%	27,8%	2,8%	-
English Teaching Methodology	83,3%	15,3%	1,4%	-
Information and Communication Technology (ICT In ELT)	62,5%	36,1%	1,4%	-
English Material Development	83,3%	15,3%	1,4%	-
English Teacher Professionalism	79,2%	19,4%	1,4%	-
Media In ELT	69,4%	29,2%	1,4%	-
English for Specific Purpose	38,9%	55,6%	4,2%	1,4%
Teaching English as Foreign Language (TEFL)	63,9%	33,3%	2,8%	-

The highest percentage of the four category choices is the most supportive category. The subject that has the highest percentage is learning strategy, with a percentage of 93.1% with a very supportive category. Other subjects with a fairly high percentage are courses that directly impact the graduates' teaching ability as a teacher. Therefore, it can be concluded that the courses most needed by graduates in the teaching studies category are subjects that can improve teaching skills.

#### b. English Skills

Table 2  
Graduates necessities on English Skills

Subjects	Percentage			
	SM	M	TM	STM
Speaking	97,2%	2,8%	-	-
Listening	87,5%	12,5%	-	-
Writing	88,9%	11,1%	-	-
Listening	91,7%	8,3%	-	-

The highest percentage of the four category choices is very supportive category. In the table above, the courses that have the highest percentage are speaking subjects with a percentage of 97.2% and the subjects that have the lowest percentages are listening with a percentage of 87.5% in the very supportive category. Therefore, it can be explained that the category of English skills courses is very needed by graduates.

c. English Sub Skill

Table 3  
Graduates necessities on English Sub Skill

Subjects	Percentage			
	SM	M	TM	STM
Vocabulary	97,2%	2,8%	-	-
Pronunciation	93,1%	6,9%	-	-
Grammar	79,2%	19,4%	1,4%	-

The highest percentage of the four category choices is very supportive category. The courses that have the highest percentage are vocabulary courses at 97.2% in the very supportive category and there are only 1.4% graduates who choose the unsupportive category in grammar courses. It can be explained that this category of English sub skills is needed by graduates.

d. Linguistics

Table 4  
Graduates necessities on Linguistics

Subjects	Percentage			
	SM	M	TM	STM
Introduction to Linguistics	45,8%	51,4%	2,8%	-
Phonology	52,8%	44,4%	2,8%	-
Morphology	47,2%	44,4%	6,9%	1,4%
Syntax	47,2%	45,8%	5,6%	1,4%
Semantics	44,4%	47,2%	6,9%	1,4%
Pragmatics	34,7%	52,8%	11,1%	1,4%
Psycholinguistics	47,2%	47,2%	5,6	-

Sociolinguistics	44,4%	47,2%	6,9%	1,4%
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The highest percentage of the four category choices is very supportive category while the others categories are low. Such as, the category of not supportive and not very supportive. The highest percentage is in the supportive category of 52.8%. However, this shows that the number of graduates who choose courses in the linguistics category is only half of the number of respondents.

e. Islamic Studies

Table 5  
Graduates necessities on Islamic Studies

Subjects	Percentage			
	SM	M	TM	STM
Ilmu Akidah	65,3%	30,6%	2,8%	1,4%
Ilmu Akhlak	76,4%	23,6%	-	-
Ulumul Al-Quran	50%	41,7%	6,9%	1,4%
Fiqhi Ibadah	50%	44,4%	4,2%	1,4%
Ulumul Hadis	36,1%	50%	12,5%	1,4%
Metodologi Studi Islam	40,3%	48,6%	9,7%	1,4%

The highest percentage of the four category choices is very supportive category. The subject with the highest percentage is *Ilmu Akhlak* with a percentage of 76.4% in the very supportive category. The table above shows that courses related to morals or behavior are needed by graduates as teachers.

f. Culture

Table 6  
Graduates necessities on Culture

Subjects	Percentage			
	SM	M	TM	STM
Cross Cultural Understanding	52,8%	37,5%	9,7%	-
Studi Budaya Lokal	43,1%	47,2%	9,7%	-
Pendidikan Budaya Lokal	38,9%	50%	9,7%	1,4%

The highest percentage of the four category choices is very supportive category. The course with the highest percentage is Cross Cultural Understanding at 52.8% in the Very Supporting category and the lowest percentage is *Pendidikan Budaya Lokal* in the very unsupportive category. This data shows that the graduates need for courses in the culture category is not too high.

g. General Subjects

Table 7

Graduates necessities on General Subjects

Subjects	Percentage			
	SM	M	TM	STM
Pendidikan Anti Korupsi	30,6%	55,6%	12,5%	1,4%
Pancasila dan Kewarganegaraan	48,6%	43,1%	4,2%	4,2%
Bahasa Indonesia	54,2%	41,7%	1,4%	2,8%
Bahasa Arab	26,4%	45,8%	25%	2,8%
Teknologi Informasi	70.8%	23.6%	5.6%	-
Public Speaking	84.7%	15.3%	-	-

The highest percentage of the four category choices is very supportive category. The courses with the highest percentage are Public Speaking courses at 84.7% in the very supportive category. The data above also shows that there are several courses that are not very supportive of graduate careers as teachers. That means that the courses that are needed by graduates in the General Subject category are Public Speaking and Information Technology courses.

h. Supporting Subjects

Table 8

Graduates necessities on Supporting Subjects

Subjects	Percentage			
	SM	M	TM	STM
TOEFL/IELTS	75%	19.4%	5.6%	-



English For Banking	13.9%	45.8%	37.5%	2.8%
English For Tourism	36.1%	44.4%	18.1%	1.4%
English For Business	23.6%	51.4%	23.6	1.4%
English Literature	44.4%	45.8%	9.7%	-
Translation	65.3%	34.7%	-	-
Edu-Enterpreneurship	27.8%	55.6%	13.9%	2.8%

The highest percentage of the four category choices is supportive category, the courses that are really needed by graduates are TOEFL courses with a percentage of 75% in the very supportive category. In this category of supporting subjects, the courses related to English for Specific Purpose are not really needed by graduates.

## Discussion

Discussing the necessities, this research explains the level of the students need on the curriculum for the 8 researched subjects. The data shows that the most need subjects are in English Skills and English Sub Skills category. In the part of Teaching Studies, the highest need comes from *Strategi Pembelajaran* subject with the percentage 93,1%. The description of the data collected that explained in the previous section shows the level of student need for subjects that is having impact to the teaching ability in the category of teaching studies have a high rate of percentage of necessity compared to other subjects such as *Filsafat Pendidikan*, *Statistika Pendidikan*, and English for Specific Purpose. This could be due to the fact that most of the respondents who answered the questionnaire were teachers. Therefore, the level of graduates need for this course is still very low.

Meanwhile, subjects in the English Skills and English Sub Skills categories have a very high percentage. This shows that the level of graduates need for this subject category is very high. This can happen because this course has a huge impact on the teaching ability of a teacher. This is supported by the fact that an English teacher must have 4 English skills, namely Speaking, Listening, Writing and Reading. Other abilities such as mastery of vocabulary, pronunciation and grammar must also be supported.

In the category of linguistics courses, it can be seen that the level of graduates needs in these courses is considered still lacking because the percentage of answers is below 50%. According to Widyastuti (2010) that the focus of the discussion in this linguistics course is how to analyze the use of language related to non-language aspects such as those that are the focus

of language and literature (stylistics), language and society (sociolinguistics), as well as language and the nervous system. (neurolinguistics).

This is different from courses in the Islamic studies category. In this category, courses related to morality have a high percentage, this shows that graduates need these courses compared to other courses in this category. This shows that a teacher must have good morals because they are role models for students. As stated by Rohana (2018) that if the teacher has noble character, then a teacher will be a role model for his students, because teaching must be by exemplary and good morals.

In the culture subject category, respondents chose two categories, namely very supportive and supportive. This data shows that the level of need for this course is not so urgent. It is also supported by the data that the course with the highest percentage is Cross Cultural Understanding at 52.8% in the Very Supporting category and the lowest percentage is *Pendidikan Budaya Lokal* in the very unsupportive category. This data shows that the graduates need for courses in the culture category is not too high.

The categories of general subjects and supporting subjects show that the subjects that have a high percentage are only Information Technology, Public Speaking, TOEFL, and Translation courses. This can be due to the digital era that requires everyone to be able to take advantage of technology. In addition, practical skills such as public speaking are also needed at this time, especially for a teacher who should have good public speaking skills. Courses such as TOEFL are also needed by graduates. This could be due to the fact that many institutions have made the TOEFL as one of the requirements to apply for a job. In addition, translation courses also have a high percentage when compared to other courses such as specific purpose-oriented courses.

## **Conclusion**

After conducting the research and analyzing the data, this research concludes that graduates' necessities on English education curriculum at IAIN Parepare are courses that directly impact their teaching abilities. So that what has been learned can be applied directly in the teaching and learning process.

In conclusion, the researcher would like to advise curriculum makers to consider the courses included in the curriculum. The courses included should significantly impact a

teacher's teaching ability. The curriculum should also have up-to-date content and be well evaluated so that each current course can be adapted to the needs of students.

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