Designing Curriculum of English Language Teaching for the Department of Sharia Tourism

Sungkawati Kardi Wahyuningsih
IAIN Takengon Aceh
Corresponding Author: Sungkawati Kardi Wahyuningsih
kardisungkawati@gmail.com

A R T I C L E I N F O

A B S T R A C T

This research and development aims to design an English language teaching curriculum in the Syari'ah Tourism study program at IAIN Takengon which includes the stages of situational analysis, function, purpose and usability, content, learning activities and assessment guidelines. The curriculum is designed based on situational analysis. This has a positive impact on the Gayo community. Competent team explaining this curriculum. facilities provided by the institution. Lessons are carried out by skilled and qualified teachers. The backgrounds, abilities, and enthusiasm of students are classified as similar. The device is adopted from Gayo's values and beliefs. Student kits are designed to improve English language skills in promoting Sharia tourism in Gayo. The kit contains syllabus, materials, and assignment. Their learning activities are reading, writing, listening, and speaking. The experts validated the tools on the aspects of completeness of objectives, structure, content, skills, and methodology. The evaluation results state that the device is appropriate. The product can be used in other fields as English with special purposes assuming the convenience of situational analysis.

INTRODUCTION

Aceh province is a promising area in the development of Sharia tourism. Aceh province with its tourism branding, The Light of Aceh, has achieves many achievements in the development of Halal tourism. The achievement is including being in the 5th position of the top best *Halal* tourism destinations according to the Indonesian Muslim Travel Index (IMTI) (Kemenpar, 2019; Suryatmojo, 2019). Previously, Aceh had received award at the 2016 World *Halal* Tourism Award in 2 categories, they are: the world's best airport for *Halal* travelers, Sultan Iskandar Muda, International Airport Banda Aceh, and the world's best *Halal* cultural destination (Kemkominfo, 2016; Prakoso, 2016). This is because in addition to offering a number of tourist destinations that pay close attention to Sharia principles. The province of Aceh has also long been improving in developing tourism to the community level by paying attention to the community to live their lives in line to the rules of Sharia.

Supporting the growth of Sharia tourism in center Aceh, IAIN Takengon released Sharia Tourism department as the academic transformation (Kemenag, 2021). The increasing of local and international tourists in Gayo, it needs special attention in managing the Sharia tourism. Realize that international tourism is close to the use of international language, it is important to train English language to the tourism industrial performers.

English for Tourism is one of the ESP, English for Specific Purposes. The specific purpose is teaching English to someone who is going to work in the tourism industry, as they: hotel staffs, ticketing, touris guides, airport staffs, and so on. In these field, fluent and polite English is very important to communicate with tourist.

ESP is identic to the development of curriculum and also the material design. It is because the different of discourse and register used by tourism and the general English. The language needs modification in vocabulary, skills, and strategies according to the needs. It can be said that ESP focus on the language features (grammar, lexical, register), skills, discourse, genres, and approaches. They should be suitable to the learning material (Wahyuningsih, 2014). In line to the ESP, it is needed to develop an English curriculum for Sharia tourism.

Considering the curriculum, it relates to material, methodology, time, and the impact of teaching. It means that curriculum play a broader scope in educational field. Curriculum is not only focus on academic purposes, but it also covers the purposes of social, economic, cultural, and so on. A curriculum as all the planned and controlled relationship between students, teacher, materials, equipment, and the environment, in which it is hoped that desired learning will take place offered to learners by the educational institution and the learning experiences the learners encounter when the curriculum is

implemented (Suwarno, 2016). Thus, the curriculum development needs profound and exhausted analysis.

According to the explanation above, it is important to conducting a study in the designing curriculum of English language teaching for the department of Sharia tourism. The questions of this study are (1) what are the situational analysis of the designing curriculum of English language teaching for the department of Sharia tourism of IAIN Takengon? And (2) what are the evaluation of the designing curriculum of English language teaching for the department of Sharia tourism of IAIN Takengon? The objectives of this study are to describe the situational analysis of the designing curriculum of English language teaching for the department of Sharia tourism of IAIN Takengon and finding out the evaluation of the designing curriculum of English language teaching for the department of Sharia tourism of IAIN Takengon.

THEORETICAL REVIEW

Curriculum is a vital importance area in teaching learning process. Curriculum is all of the educative experiences learners have in an educational program. In the scope of English language education, curriculum is rules and guidance for English language teachers and education staffs in determining the material, methodology, teaching effect, and the teaching learning assessment and evaluation (Sari & Wardani, 2018).

The religious trip becomes the background of the rising of the notion of Sharia tourism. That notion contains the activities according to the enthusiasm of positive principles of some religion, for example, Hajj in Islam, Pilgrimage in Christianity, and so on. Nowadays, this tourism phenomenon not only framed to the certain types of spiritual journey and religious trip, but also merged to general value, for example, local wisdom, social life, and learning factors (Zulkifli et al., 2019).

English for specific purposes, ESP, is an English language learning approach that rise after the World War II. ESP is an approach in English language teaching where the students' learning goals are the focus of choosing the learning material and the learning method. ESP identically with course design which adopted from students' needs analysis in their professional fields (Hutchinson, T. & Waters, 1987). It can be said that the teaching learning process uses specific methodology and material according to the learning objectives.

METHODOLOGY

This research took research and development from (Print, 1993) as the model. The research and development was started by the situational analysis. After that, the aims, goals, and objectives were proposed. The next step was the

arrangement of content and learning activities. In this phase, the product was validated by some experts. The feedbacks from the experts were used to revise the product. Next, the instructional evaluation was intended to revise the product as it had been implemented in the field. When the product had been revised, the final product of the design was ready to be used.

In this research, there were qualitative data and quantitative data. The qualitative data were the situational analysis data. It was gathered from documentations and interviews. The documentations was used to get the situational factors data. This was followed by interview which was used to triangulate the data. The descriptive analysis was used to analysed the qualitative data. The documentation were systematically to improve understanding and to present what has been discovered. The interviews were recorded and then transcribed. The collected data were analyzed according to the model of (Creswell J., 2003): data organizing and preparing, data reading, data decoding, data generating, and data meaning. According to that the English learning instruction was designed in the form of syllabus, learning material, and learning assessment.

The quantitative data were collected in the instructional evaluation. The closed-ended items of the questionnaire were used to gather the quantitative data. The data were intended to assess the experts' opinion about the curriculum. In addition to the closed-ended items, there are open-ended items to check the experts' opinion about the curriculum which later be used as a consideration to revise the curriculum. The data were analyzed by using descriptive. Descriptive statistics are used to describe the data collected on a research sample. Mean and standard deviation indicate the average score and the range of score. It could be use one or two numbers to represent all the individual scores (Gall et al., 2003). The five scale of Likert were used in this research. It is the most common technique in giving degree about agree or disagree (Nurgiyantoro, 2001).

RESULT AND DISCUSSION

The first step of this research and development in this study was conducting situational analysis. The findings were used to state the aims, goals, and objectives. The next step was designing the content and learning activities. Next, the instructional evaluation was intended to revise the product.

Situational Analysis

Situational analysis was divided into six factors, as they the factors of society, project, institutional, teacher, students, and adoption (Richard, 2001). Situational analysis was done in 2020. Documentation was used to collect the

data. It was followed by interview. The results of the situational analysis were as follow.

Assessing the effect of the societal factor on language teaching, thus, the function is to know the effect of the treated groups on the program to the society (Richard, 2001). The aims of the district tourism development are the realization of district as a Sharia ecotourism destination base on the nature and culture which are sourced on the society strength that able to encourage the district development to improve well-being completely and sustainable (Kabupaten Aceh Tengah, 2019). It has been discussed in focus group discussion by the policy makers, educationa l institution and government, employers and community of tourism business in Gayo, politicians, and Gayonesse citizen (Harnedi, 2021).

The curriculum project are produced by a team. The specialist persons who belong to the team have ability in line to the purpose of curriculum design. The members are experienced and solid team with suitable progress and performance. The members decide the goals and determine the procedure of the program.

According to the data of the institutional factors, the Sharia Tourism department leads by the dean of IAIN Takengon. The institution facilitate the teaching learning process, as they classroom facilities, technological resources, library resources, and laboratories resources. The institution commit to attaining excellence English course in the Sharia Tourism department.

Next, the teacher factors, they are trained and have high qualification. They have great motivation, morale, belief, and principles in teaching learning process. The teachers are magister and doctor graduated. According to that, it can be seen that the teachers have high proficiency level, language skill, and expert in language teaching.

The learner are in the same proficiency level, according to the preliminary research, the students classified as a beginner. It means that the learners has limited skills in English language. They have high motivation to learn English to support their next career, however. In relation to the reading activities, the text types that the students' favorite input are authentic text, news, and histories. In learning English approach, the student s prefer learner centered and group work. The teacher's role that the students' need are teacher as a tutor and explanation giver. The students state that they are able to learn independently. To support their independent learning, students need internet access.

Next, in the adoption factors, the curriculum offer innovation consisted with the local beliefs, Gayonesse attitudes, society association, and practices. The innovation is in the learning methodology. The learners are trained to be

familiar with the technology. The features and benefit of the adoption are clearly stated and communicated to the institution and the service users.

Aims, Goals, and Objectives

According to the findings of the situational analysis, the aims, goals, and objectives were set in the syllabus. Syllabus is a guide in teaching learning process (Firda & Albiansyah, 2021). The guide consist of a course outline (which involves the course aims, goals, and objectives), topic, learning activities, learning method, time allocation, evaluation and assessment. The syllabus was designed to avoid the overlapping teaching material.

Content and Learning Activities Design

According to the syllabus, the materials were developed. The texts were taken from the internet, scientific journal, and news. The texts which were taken contain of five to seven paragraphs long. Each paragraphs consisted about one hundred words. The adaptation was done to the texts to make them understandable by the learner. However, it still challenging because followed by interesting exercises.

The materials were arranged into thirty chapters. Every chapter is 150 minute learning process or one chapter in every meeting. The materials were used in two semester. Each chapter had various activities. Each chapter developed four English language skills, they are: reading, writing, listening, and speaking. The texts consisted of five to seven paragraphs. They are designed to the students comprehend the material easily according to the level of the students' competency were. The title of the material is *English for Sharia Tourism.* According to the information before, the material include of thirty chapters. Each part is arranged into ten stages. These are *Background Mapping, Lead-in, Listening, Vocabulary, Focus on This, Pronunciation, Reading, Writing, Speaking,* and *Assessment*.

The learning assessment was designed to measure whether the learners' skills improve. It was designed to test the language skills that have learned in the previous stages. The assessment was conducted in the end of the semester. It consisted of written and spoken tests. Since conducting the test, the students cannot use dictionary or internet access.

Instructional Evaluation

Before the step of implementation, the instructional design were validated by some expert in English language teaching field. They gave judgments and advice about the design of the instructional. The questionnaire was administered to validate the instructional design. The questionnaire consisted of close-ended that was administered to assess experts' opinions about the instructional according to the aspects and open-ended questions that was used to get experts' opinions about the instructional which later used as a consideration of the instructional evaluation. The experts were asked five

features from the instructional. The features were the appropriateness of the aim, organization, content, skill, methodology (Richard, 2001).

Table 1. Data of the Appropriateness of the Aim

No.	Statement	N	SA	A	U	D	SD	Mean	SD
1.	The aims of the instructional correspond with the aim of the program.	4	3	1				4.25	**0.5**
2.	The aims of the instructional correspond with the results of situational analysis.	4		4				4.00	**0**
3.	The instructional suit to the learning situation.	4	2	2				4.50	**0.58**
4.	**The instructional allows different learning style.**	**4**	**4**					**5.00**	**0**

Table 1 shows that the mean or the average score of the respondents' agreement towards the aim ranged from 4.00 to 5.00 as a matter of fact, the minimum acceptance of the average score or mean was 3.00 and the maximum score was 5.00. Therefore, it can be concluded that the experts agreed on the instructional and that the instructional was appropriate. It seemed that the respondents had relatively similar opinion towards the statements of the questionnaire since the value of standard deviation of each statement of the questionnaire was small. Considering that the instructional was compatible with the program's aim, there was no revision in the experts' judgments.

Table 2. Data of the Appropriateness of the Organization

No.	Statement	N	SA	A	U	D	SD	Mean	SD
1.	The instructional is suitable with the course curriculum	4	3	1				4.25	**0.5**
2.	The comprehensiveness of the instructional is appropriate	4		4				4.00	**0**
3.	The depth of instructional is appropriate	4		3	1			3.75	**0.5**
4.	**The layout of the instructional is clear**	**4**		**4**				**4.00**	**0**

Table 2 shows that the mean or the average score of the respondents' agreement towards the organization ranged from 3.75 to 4.25 as a matter of fact, the minimum acceptance of the average score or mean was 3.00 and the maximum score was 5.00. Therefore, it can be concluded that the experts agreed on the instructional and that the instructional was appropriate. It seemed that the respondents had relatively similar opinion towards the statements of the questionnaire since the value of standard deviation of each statement of the

questionnaire was small. Considering that the instructional was suitable to the organization, there was no revision in the experts' judgments.

Table 3. **Data of the Appropriateness of the Content**

No.	Statement	N	SA	A	U	D	SD	Mean	SD
1.	The instructions of the material is easy to understand	4	1	3				4.25	**0.5**
2.	The material improves students' vocabulary	4	2	2				4.50	**0.58**
3.	The material helps students to communicate	4		4				4.00	**0**
4.	The material is useful for students' daily life.	4		4				4.00	**0**
5.	**The material is useful for students' next career**	**4**		**4**				**4.00**	**0**

Table 3 shows that the mean or the average score of the respondents' agreement towards the content ranged from 4.00 to 4.50 as a matter of fact, the minimum acceptance of the average score or mean was 3.00 and the maximum score was 5.00. Therefore, it can be concluded that the experts agreed on the material and that the material was appropriate. It seemed that the respondents had relatively similar opinion towards the statements of the questionnaire since the value of standard deviation of each statement of the questionnaire was small. Considering that the material was suitable to the content, there was no revision in the experts' judgments.

Table 4. **Data of the Appropriateness of the Skill**

No.	Statement	N	SA	A	U	D	SD	Mean	SD
1.	The material covers the language skills adequately.	4	2	2				4.50	**0.58**
2.	The material is suitable for integrated skills.	4		3	1			3.75	**0.5**
3.	The developed material improves students' reading skill.	4	2	2				4.50	**0.58**
4.	The developed material improves students' writing skill.	4	1	3				4.25	**0.5**
5.	The developed material improves students' listening skill.	4	1	3				4.25	**0.5**
6.	**The developed material improves students' speaking skill.**	**4**	**1**	**3**				**4.25**	**0.5**

Table 4 shows that the mean or the average score of the respondents' agreement towards the skill ranged from 3.75 to 4.50 as a matter of fact, the minimum acceptance of the average score or mean was 3.00 and the maximum score was 5.00. Therefore, it can be concluded that the experts agreed on the material and that the material was appropriate. It seemed that the respondents had relatively similar opinion towards the statements of the questionnaire since the value of standard deviation of each statement of the questionnaire was small. Considering that the material was suitable to the skill, there was no revision in the experts' judgments.

Table 5. Data of the Appropriateness of the Methodology

No.	Statement	N	SA	A	U	D	SD	Mean	SD
1.	The developed material suitable with the students' proficiency level.	4	4					5.00	0
2.	The topic are appropriate to the students' characteristic	4		4				4.00	0
3.	The material involves students to work in group, pairs, and individual.	4	1	3				4.25	0.5
4.	**The materials are developed from easy to difficult.**	4	4					5.00	0

Table 5 shows that the mean or the average score of the respondents' agreement towards the methodology ranged from 4.25 to 5.00 as a matter of fact, the minimum acceptance of the average score or mean was 3.00 and the maximum score was 5.00. Therefore, it can be concluded that the experts agreed on the material and that the material was appropriate. It seemed that the respondents had relatively similar opinion towards the statements of the questionnaire since the value of standard deviation of each statement of the questionnaire was small. Considering that the material was suitable to the methodology, there was no revision in the experts' judgments.

Explanation of the research findings present some appropriate and inappropriate instructional. The appropriate instructional are which achieve the validation standards and suitable outcomes. The aims of the instructional were attained. It present understandable and authentic material. The gradation of the

simple, more complicated, then the most complicated were designed in the material substance. The tasks delivered some interesting activities. The time allocation was enough in each topic. Finally, the conclusion could be stated that the appropriateness of its element, organization and the gradation of the substances persuaded the instructional appropriateness (Wahyuningsih, S. K. & Priyana, 2013).

CONCLUSIONS AND RECOMMENDATIONS

The research finding of this study is that the English language curriculum for Sharia tourism were developed according to the situational analysis. The situational analysis was divided into six factors, as they societal, project, institutional, teacher, learner, and adoption factors. The designed English language teaching curriculum delivered positive effect to the Gayonese society. The capable team designed the curriculum. The facilities were gave by the institution. The learning were led by proficient and capable teacher. The background, proficiency, and preferred of the learner were similar. The instructional was adopted from the Gayonesse values and beliefs.

Based on the results of the situational analysis, then the English learning instruction was designed. The designed curriculum developed the students' English language skills in encouraging the Sharia tourism in Gayo. The instructional content was in the forms of syllabus, material, and assessment. The syllabus was designed to avoid the overlapping teaching material.

The various learning activities to develop English language skills, reading, writing, listening, and speaking. The gradation of the simple, more complicated, then the most complicated were designed in the material substance. Attractive tasks were offered in the material. New information about tourism could be acquire by conducting the exercises. Beside, students were able to improve their language skills. The organization of the English material are arranged into ten stages. These are *Background Mapping, Lead-in, Listening, Vocabulary, Focus on This, Pronunciation, Reading, Writing, Speaking,* and *Assessment*. The learning assessment was designed to measure whether the learners' skills improve.

The instructional evaluation was conducted by validation by experts in the English language teaching field. The experts were asked five features from the instructional. The features were the appropriateness of the aim, organization, content, skill, methodology. According to the judgment, the experts stated that the instruction were in line to the curriculum. Considering that the instructional was suitable and appropriate.

The developed product could be implemented in the English for Sharia Tourism subject. The subject is conducted in two semester. The instructional will improve both students' English proficiency and tourism knowledge. On the other hands, the outcome of this study could be used in another subject as English for Specific Purposes with supposition of the homogenous situation analysis.

ACKNOWLEDGMENT

REFERENCES

Creswell J. (2003). *Research design: qualitative, quantitative, and mixed methods approaches* (2nd ed.). Sage Publication, Inc.

Firda, I. N., & Albiansyah, & A. (2021). Need Analysis of the Speaking Syllabus Development for the Eleventh Grade of Vocational School. *Jurnal Ilmiah Kependidikan*, *8*(1), 29–38.

Gall, M. D., Gall, J. P., & Borg, W. r. (2003). *Educational Research: an Introduction*. Long Man.

Harnedi, J. & Y. (2021). *PARIWISATA SYARIAH DI ACEH TENGAH: PELUANG DAN TANTANGAN STAIN GAJAH PUTIH DALAM PENDIRIAN PRODI PARIWISATA SYARIAH*. *5*(1), 76–89.

Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes*. Cambridge University Press.

Kabupaten Aceh Tengah. (2019). *Rencana Induk Pembangunan Pariwisata Kabupaten (RIPPARKAB) Aceh Tengah Tahun 2018-2025*.

Kemenag. (2021). *IAIN Takengon Buka Program Studi Pariwisata Syariah*.

Kemenpar. (2019). *Narasi Tunggal : 5 Tahun Kembangkan Pariwisata Halal, Indonesia Akhirnya Raih Peringkat Pertama Wisata Halal Dunia 2019*. Kemenpar.Go.Id.

Kemkominfo. (2016). *Menangkan WHTA (World Halal Tourism Award) untuk Pariwisata Indonesia di Mata Dunia*.

Nurgiyantoro, B. (2001). *Penilaian dalam pengajaran bahasa dan sastra (3rd ed)* (3rd ed.). BPFE.

Prakoso, J. R. (2016). *Alhamdulillah, Indonesia menang 12 penghargaan world halal*

tourism awards 2016. Jakarta: Detik. Com.

Print, M. (1993). *Curriculum Development and Design*. Allen & Unwin Pty. Ltd.

Richard, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.

Sari, S. N. W., & Wardani, N. A. K. (2018). An Analysis of Indonesia's 2013 EFL Curriculum and Turkey's National English Language Curriculum for Secondary Schools. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *3*(1), 23. https://doi.org/10.21093/ijeltal.v3i1.113

Suryatmojo, H. D. (2019). Aceh menuju destinasi wisata halal terbaik. *Aceh Antara News*.

Suwarno, S. (2016). Pendekatan Kebijakan Publik dalam Politik Pendidikan Islam. *Jurnal As-Salam*, *1*(1), 62–72. http://www.jurnal-assalam.org/index.php/JAS/article/view/45

Wahyuningsih, S. K. & Priyana, J. (2013). DEVELOPING READING TASKS FOR AUTONOMOUS LEARNING FOR GRADE X STUDENTS OF SENIOR HIGH SCHOOL 1 SLEMAN. *Journal of Education*, *6*(1), 42–49.

Wahyuningsih, S. K. (2014). Developing supplementary writing tasks for semester 3 students of English Education Department of STAIN Gajah Putih. *Journal of Education*, *7*(1), 62–66.

Zulkifli, Bakhri, B. S., & Yusuf, M. (2019). An analysis of citizens' understanding on sharia tourism in Pekanbaru city, Indonesia. *WSEAS Transactions on Business and Economics*, *16*, 205–214.