The Evaluation of the Curriculum of Japanese Department of Universitas Komputer Indonesia by using Context Input Process and Product Model

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Abstract: This research was aimed to discuss about the profile and curriculum of Japanese Department for Bachelor Degree at Universitas Komputer Indonesia. It included the students' achievement and the result of tracer study toward alumni as well as the users about the alumni's competence at work. Based on the investigation, the curriculum content of this Department need improvement to be the excellenced curriculum. This research used the Context, Input, Process, and Product (CIPP) model. The research design was descriptive qualitative research. The data were taken through documentation studies and interviews to the head of Japanese department and to the dean of Faculty of Letters at Universitas Komputer Indonesia. The findings become the good references for the stakeholders and the institution to develop the curriculum dynamically in accordance with the needs of the users.

1 INTRODUCTION

The Japanese Department is one of the undergraduate departments developed by the Universitas Komputer Indonesia. This department is considering the demands of human resources development in the field of Japanese language and literature, and professionally in linguistic and literary activities which require firm conceptual foundations.

The department as a maker of graduates need to always improve itself in order to balance the progress of science and technology as well as the demands of human resource development on local, regional, national, and global communities. Currently, the Japanese Department Faculty of Letters of UNIKOM is accredited Good, according to The Decree of National Accreditation Board of Higher Education (BAN-PT) No. 0428/SK/BAN-PT/Akred/S/I/2017 on the Status, Grade, Ranking, and Effectiveness Based on Accreditation of Undergraduate Program in Higher Education.

In order to face the ASEAN Economic Community (MEA), then college graduates are required to have qualifications that are standardized with special skills and knowledge in their field. so, the formulation of curriculum and standardization of learning achievement of each course should be based on the competencies required in the Indonesian

National Qualification Framework (KKNI). Therefore, one of the efforts undertaken by the Japanese Department UNIKOM to improve the quality of its graduates is to review the curriculum that is being applied both to the content of the course and the design of the curriculum as a whole by involving various parties, such as academic community, alumni, and stakeholders.

Yap and Reston (2014) put forward the reason for the need for evaluation in higher education, that is to know the difference of the competence of college graduates with the skills needed for the work in order to produce graduates who can overcome the demands of the rapidly changing global society.

The focus of this research is study on the evaluation of Japanese Department of Universitas Komputer Indonesia using the Context, Input, Process, and Product (CIPP) model. The CIPP evaluation model is a comprehensive framework to guide the evaluation of a program, project, personnel, product, institution, and decision-oriented system. In accordance with its abbreviation, the CIPP model is an evaluation model that includes context, input, process, and product. In general, every part of four evaluations has the question

"What needs to be done?", "How should it be done?" "What does it do?", "Does it work?". (Stufflebeam: 2007)

Aliakbari & Ghoreyshi (2013) explains that the model CIPP is correctly adopted as a theoretical framework for evaluating programs that have been or are being run to detect the strengths and weaknesses of the learning process and providing constructive feedback for the improvement of the program. Tokmak, Baturay, and Fadde (2013) explain the reason for choosing a CIPP model to evaluate an online master program, that is because the model is based on evaluation and redesign of the program by defining participants' needs in terms of context, strategy, planning, activities, interaction, and assessment. Moreover, the CIPP model aims to help decision makers make improvements in the program.

Meanwhile, Dalton (2003) explain that the CIPP Model is helpful to the stakeholders in making a decision. Furthermore, Babatunde (2012) adds that the CIPP model is particularly suitable for stakeholders to provide a basic framework for program planning, implementation and assessment.

Karimnia and Kay (2015) also used the CIPP model in evaluating the TEFL Program at the undergraduate level at Azad Islamic University in Iran to find out student's responses using questionnaires and lecturer's responses through semi-structured interviews on the implementation of the TEFL program.

This paper examines how the development of Curriculum of Japanese Department is done by the university, what contents need to be strengthened and become the leading curriculum of Japanese Department in the future as well as tracer study result to its graduates and user about competence of graduates. The result will be an important input for stakeholders as well as institutions in this case the Japanese Department to develop a dynamic curriculum that suits the needs of the field.

2 METHODS

This research used descriptive analysis method with the instrument of research in the form of documentation studies and interview with the Head of Japanesse Department and the Dean of Faculty of Letters of Universitas Komputer Indonesia.

Evaluation of CIPP model is used in this research to evaluate the context of vision, mission, objectives and objectives of Japanese Department, input in the current curriculum as well as the competence of the

expected graduates, and products in the form of tracer study results to graduates and users about competence of graduates.

3 RESULT AND DISCUSSION

Based on interview and documentation study on Vision, Mission and Objectives of Japanese Department of Unikom obtained information that: 1) The Vision of the Japanese Department is to become a Japanese Department based on information technology, globally, and become the pre-eminent center of Japanese linguistics and literature that supports national development with the interests of society, nation, and country; 2) The mission of the Japanese Department is to organize higher education in Japanese linguistics and literature towards the establishment of a society with a conducive education system, the use of qualified human resources with a consistent quality control based on the principle of quality is our tradition. This mission represents the spirit of how the Japanese Department is in an effort to provide education, oriented to the full human development in order to achieve civil society and in its achievement created a system and atmosphere of a conducive education. Utilization of human resources can be manifested not only through the activities of formal education, but also through various partnership and community service. Therefore, the development of partnership network becomes one of the priorities for the Japanese Department so that its existence becomes more meaningful interconnectively in the national and international association. Thus, the Japanese Department should be an institution of higher education that can strengthen awareness of will (creative-adaptive), awareness of sensibility, and intellectual awareness as a social capital. Therefore, the alumni of the Japanese Department is required to have a strong personality, put forward the quality of a work, and commitment in development in accordance with the discipline of science, intellectuality in the form of awareness, sensitivity, wisdom, and problem-solving skills challenged by society, Adaptive to global environmental dynamics; 3) The objectives of the Japanese Department is in line with the goal of university is to produce good quality human resources that master the science and skills in the field of Japanese linguistics and literature, forward thinking, adept using information technology, and responsive to the development and changes that occur in the community, able to

compete in the arena of national and international labor market, devoted to God Almighty.

The curriculum is one of the tools used by Japanese Department to produce graduates in accordance with the vision, mission, goals and objectives that have been established, both at the University level and the department.

In anticipation of environmental change, the Japanese Department always conducts a review of the curriculum that is being applied both to the content of the course as well as to the overall curriculum design. Curriculum development is organized through internal and external mechanisms such as forum group discussion, workshops of curriculum, consulted with Japanese language and literature expert from other institutions, received input from alumni and stakeholders with the aim of gaining input on skills, knowledge, attitudes and soft skills that must be possessed by the graduate of Japanese Department.

The Curriculum in Japanese Department of Unikom contains 144 credits that are systematically designed, based on competence, and have relevance to the demands and needs of stakeholders. As the department in a university based on information technology, Japanese Department has the advantage, that is to make entrepreneurship courses (3 credits) and Information Technology (24 credits), with Japanese language applied software, hardware, internet, and computer as compulsory subject. This advantage will be useful for preparing graduates in anticipating the development of computer applications and information technology.

In accordance with the vision of the Japanese Department as an information technology-based course, the implementation of education in the field of Japanese linguistics and literature is equipped with the application of information technology materials (computer science) provided in each semester. Expertise in the field of information technology makes graduates of the Japanese Department able to receive and understand the important information that is rampantly discussed, both the nature of science or general knowledge so that graduates have an open minded and also superior in the field of Japanese language and literature.

Meanwhile, entrepreneurship courses are held with the aim that graduates are not only dependent on the availability of employment, but are able to create their own employment to support national development with the orientation of the interests of society, nation and state, and able to live independently

All operational policies of the Japanese Department are directed to produce graduates with the following competencies: 1) having academic and skill competence in Japanese linguistics and literature as well as proficient in using information technology, capable of competing on a national and international scale; 2) able to develop themselves in the knowledge and skills to face the development and progress of the times; 3) has the ability to solve communication problems that occur as a result of language limitations; 4) independent and able to develop professionalism and able to create their own employment (enterpreneur); 5) have a competitive advantage in the field of information technology that can support the implementation of Japanese linguistics and literature when entering the world of work. In detail, the competence of graduates of the Japanese Department is as illustrated in table 1.

Table 1: The Competence of graduates of Japanese Department

No	Competences
1	**Core Competences** a. Understand the theoretical rules of Japanese as well as their use b. Mastery of fundamental concepts of Japanese Language and Literature. c. Innovative capabilities in the utilization of information technology and computers. d. Mastery of translating and interpreting techniques. e. Understanding the behavior, traits and culture of Japanese language usage. f. Mastery of presentation and negotiation techniques in Japanese. g. Ability to design and execute experiments, and collect, analyze, and interpret. h. Writing ability in Japanese. i. Ability to analyze Japanese Literature
2	**Supporting Competences** a. Able to disclose findings or evidence obtained during the study. b. Ability to communicate effectively. c. Leadership skills. d. Able to develop leadership e. Able to use technological advances (ICT) f. Has a high personality integrity as a Bachelor of Literature g. Able to work in a heterogeneous team (interdisciplinary)
3	**Other Competences** a. English proficiency b. Entrepreneurship Ability

Based on interview with the Head of Japanese Department about students acievement, the results obtained that Japanese Department students get

many achievements such as champion in Japanese speech contest, Sakubun contest, contest Kanji contest , Chookai contest in Bunkasai event which is a competition between universities in West Java, get scholarship from monbukagakusho in 2016, participating in student exchange programs with Kanazawa University in 2017 and Osaka International University in 2016 and 2017, and since 2016 following internship programs in Japanese companies, etc.

Based on documentation study on tracer study to obtain information about graduate performance, the following results are obtained: 1) The average waiting time for graduates to get the first job is 1.25 months. 2) Most of the Graduates of the Japanese Department have worked in various companies according to their field. 3) Most of the graduates users said that the performance of Japanese Department graduates is good, especially matters related to expertise based on science, communication ability, and the use of information technology. 4) Several issues that must be considered by the Japanese Department to improve the quality of graduates is to increase the competence of graduates in English as a job support, as seen in table 2 below:

Table 2: Results of Tracer Study on Graduates of Japanese Department

No	Competences	User Response		
		Very Good (%)	Good (%)	Fair (%)
1	Integrity	33	67	
2	Professionalism		100	
3	English		17	83
4	Information Technology	17	83	
5	Communication		100	
6	Teamwork	16,5	67	16,5
7	Self-improvement	16,5	67	16,5

4 CONCLUSIONS

Based on the evaluation of the context and product, the curriculum of the Japanese Department of Universitas Komputer Indonesia is good, but still needs to improve softskills and English proficiency for the graduates. Therefore, it is better to improve the curriculum, especially related to soft skills and the ability of English to create graduates who are more qualified and excellent.

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