The Implementation of KKNI based Curriculum Assessment using Social Media

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Abstract: Social media has became a new way of communication, not only for the intention of social purposes but also for educational need. There are many advantages and disadvantages using social media as the instrument to assess the students. The aim of this research is to investigate how useful social media as Facebook, Instagram and Whatapp application in developing students' competences in writing skill. The principles of KKNI is to assess an individual in some aspects; knowledge, competences, and skills in accordance with the learning achievement obtained through educational process which is shown by certain descriptor levels. For the second semester students of English Department of UNIMED. They have to submit all kinds of assessments from Daily Task Report, Critical Book Report, Journal Review, Mini Research, Idea Engineering and Final Project. All these tasks have their own conditions and difficulties to complete. The implementation of using social media as students' assessment hasn't been optimal yet, since it still a new idea in education. The population of this research were the students of 2017/2018 academic year who consist of 80 students from 2 classes, educational and literature program who have already studied basic writing and reading. The method used is Research and Development (R&D) Method by Borg & Gall, with the Linkert Scale Data. Questionnaire used to get students perception on how effective social media as their KKNI based curriculum assessments. The result shown that the factors influencing the implementation of social media as students assessment are not only the design, material, and selected text, but also the lecturers competence, students' need, and facilities that support the achievement of this purposes. Further, it is expected to do more research on this matter.

1 INTRODUCTION

Due to the globalization of the world, technology has affect all aspects in life, starting from communication for social intention and now to educational purposes. UNIMED as one of the leading educational University in Medan also have to keep up with the students' need. The massive use of smart phones, iPads and other portable devices has influenced the way teacher assess their students. From all the applications that are installed in a smartphone, the used of Facebook, WhatsApps, and Instagram, are the most applicable icon for English department students, since everyone communicate and having social life through it. "Social connections affect so many aspects of our lives that our argument that they can also be applied to education and learning should be no surprise" (King and Sen, 2013, p.622). The role of emerging social media may offer new opportunities to enhance the teaching and learning experiences. Zepke and Leach (2010).

Indonesia National Qualification Framework (KKNI) Curriculum has a goal to shape the students into an independent and qualified person to the stakeholders, society and nation. The classification of tasks in KKNI based curriculum based on the level of the students. The bachelor degree student

level for academic years 2017/2018, should submit six kinds of tasks, which are daily task, critical book review, journal report, idea engineering, mini research and final project.

Each task has its own procedure to follow. Daily task is an assessment to do individually. After the lecturer has finished in giving one topic, the student is being asked to work on a task. It could be an essay, a summary or other.

The second task is critical book review, before the students were divided into small groups and find some references to read. The book should related to the writing topic. The lecturer will choose the best book for each group to review. Using social media, the students can access some good references by using FB or WA to share about the book that's going to be reviewed.

The third task is journal report, now students can access the article from the IG, FB or WA, they don't need to copy or download a complete journal any longer, they just need an url sites such as https://unimed.ac.id.,

The fourth task is idea engineering, in this task each student demanded to conclude his theory of a topic that has been discussed.

The fifth task is mini research. The lecturer will grouping the students into small groups, next each group should write three problems of the research. It could be a problem in their society, educational problem (based on their own experiences), or the current problem about language.

The last task is the final project. Students are directed to held an exhibition, in intention of displaying their writing product. It could be in the form of English corner, competition or reviewing the native speaker/ commercial tenants. All these tasks will shape the students attitude and character to become a better and independent person with the adequate language skills.

Writing skill is one of the skills that the English department students program should be mastered. Since 2017, the curriculum that has been applied in university is Indonesia National Qualification Framework (KKNI) Curriculum. The purpose of this curriculum is to know the students' ability in knowledge, competences, and skills in accordance with the learning achievement obtained through educational process. As mentioned before for the bachelor degree, there are six tasks to submit. These six tasks should be integrated in the English skills.

Since KKNI based curriculum applied in English department program in UNIMED, students of academic year 2016 have the new subject. The new subject matters is the language skills in particular. The four skills have been divided into oral and productive skills. While speaking and listening is the oral skills, writing and reading become the

productive skills. Teaching writing through a text need a lot of preparations. The interactive text isnot enough to assess the students' competences. The use of social media is considered as one of the solution to the students' need, since they get easily bored and they didn't have much attention in working on their task, so the result is not as expected. One of the factor is the content of the assessment.

Conventional teaching using handout and textbook full of narration cause the lack of motivation in learning. Motivation and perception will influence students to engage in interactive learning. "Students, often referred to as digital natives (Prensky, 2001 as cited in Noh, Razak, Alias, Siraj, Jamil & Hussin; 2013), have spent most of their time on computers, game consoles, digital music players, video cameras, cell phones, as well as the Web itself"(Jovanovic, Chiong, and Weise, 2012, p39 as cited in Noh, Razak, Alias, Siraj, Jamil & Hussin; 2013)`.

Students motivation and interest become an issue to overcome in education. The social media can be the perfect answer to it because networking provides them with more freedom access and a way to express their feelings (Shambare et al., 2011, as cited in Noh, Razak, Alias, Siraj, Jamil & Hussin; 2013). It's because technology has changed the way we communicate with each other, the way we use language, the way we read and write, the way we think and the way we teach (Crystal, 2008a, 2008b; Johnson, 2009; O'Brien & Sharber, 2008 as cited in Noh, Razak, Alias, Siraj, Jamil & Hussin; 2013).

The following tables present the students' view about the target goal and their demand of the target situation.

Table 1: The Goal of Learning English

Questions	Items	N	F	Percentage (%)
As English Language students, why do you need to learn 'Written language skills?	Campus demand	0		25 %
	The importance of English now	0	3	65 %
	Happy to learn English	0		10 %
	Parents' will	0		
What kinds of skill are used very often in the	Reading	0		25 %
	Writing	0	4	70 %

class?	Listening	0		45 %
	Speaking	0	2	60 %

Based on the preliminary data of second semester of English department students, it was found that writing is the most difficult subject in learning English. The reasons why they found it so difficult in writing or developing their ideas is because they being limited by certain text which really an old issue. They don't enjoy of reading the the text nor summarizing it. The students are quite difficult to explore the ideas since it was limited by certain topic.

The second question of the result stated that students understand the useful of English as International communication. They need English to help them getting the right occupation. Although UNIMED is the university of teaching but the scholars who choose to be the students in UNIMED can apply a different job than being a teacher. Students of english literature program have the interest of working in various field, such as banking, secretary, receptionist, etc, because literature program has the subject of English for Spesific Purposes (ESP). The students understand by mastering English proficiency to the advance level, not only fluency in speaking but also good in writing will help them in developing their skill in a working place.

In addition the students also want more attractive material in writing class with a lot of current issues as the topic and colorful text and assessment. The use of social media for youngsters fulfill they need in learning.

Table 2: The students' expectation in studying English.

What kinds of materials that you prefer?	The past form text in black & white	0		15 %
	The real situation text that deal with kids these day	0		25 %
	Both	0	2	60 %
Do you think social media will help you improve your writing	Yes	0	0	10 0 %
	No	0		
Do you think	Yes			40

the learning materials used now be able to answer thestudents' need?			0		%
	No	0	2		60 %

Investigations on media social has been done over a decade. Previous research on material, media and assessment has been investigated by Noh, Nurulrabihah Mat., Razak, Siti Hajar Abd, Alias, Norlidah., Jamil, Saedah Siraj, Mohd Ridhuan Mohd & Husin, Zaharah,. 2013. Usage of Facebook: The Future Impact Of Curriculum Implementation On Students In Malaysia and Alabdulkareem, Saleh Abdullah,. 2014. Exploring the Use and the Impacts of Social Media on Teaching and Learning Science in Saudi.

Each of these research shown that in future the social media will be implemented in the curriculum, not only the design of material but also the way to assess the students' ability. Its benefit not only for the social communication purposes only but also for the outcomes of students' achievement in learning.

The aim of this study is try to answer some research questions; (1) What kinds of social media that appropriate to students assessment? (2) How is the implication of using social media as the tasks for KKNI Based Curriculum?

2 RESEARCH METHOD

The method used to investigate the result of English department students' assessment, academic year 2017/2018 under the topic writing is Reseach and Development method (R&D) by Borg & Gall, 1983:775. Ten procedures should be followed in order to gain the best tasks for the students' need.

Sumadinata (2010) stated, if we followed all the stages, it will produced the perfect product.
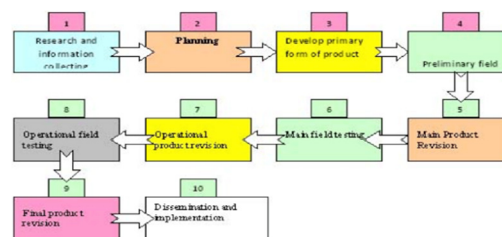

Figure 1: R&D Method (Borg & Gall, 1983:775)

Procedures in R&D Method; (1) research and information gathering, (2) planning, (3) develop primary form of the product, (4) preliminary field, (5) operational field testing, (6) operational product revision, (7) main field testing, (8) main product

revision, (9) final product revision, and (10) dissemination and implementation.

The first research question is to find the kind of social media mostly used among the students tried to be answer with the questionnaire of the students' expectation in studying English (table 1). 80 students have their own applications that dominantly use in daily basis. The result of the questionnaire was formed in the Likert-scale. The questionnaire adapted from Badan Standar Nasional Pendidikan and consist of four aspect. They are: content appropriateness, language appropriateness, present appropriateness, and layout appropriateness.

Designing Writing Assessment

After administering the needs analysis, the appropriate English writing assessment ready to designed. Next, the writer selected the material of the assessment limited only to the used of FB, Ig and WA application as the instruments of the data. The researcher only choose some good issues to be the references of the six KKNI based curriculum tasks.

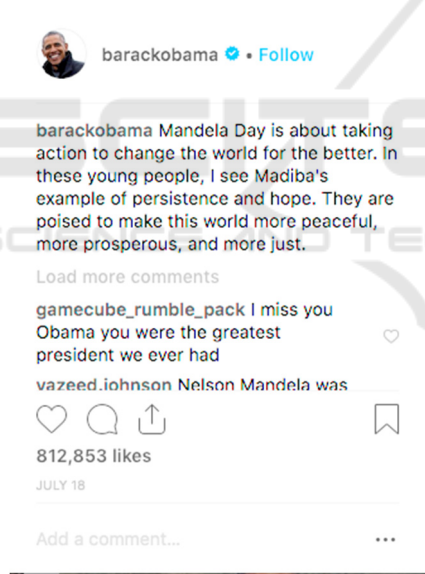Here the example of the text used as the assessment of the students.

Figure 2: Example assessment of the students source:www.instagram.com/barackobama. Retrieved Oct 22th , 2018.

The design of students' assessment through social media for English students of State University of be developed into several parts. For reading part, we can ask the students to read the text and underline the difficult words in order to compose idea engineering, and as for writing, we can ask them to write one good composition to indicate the appreciation of Indonesian heroes, from the revolution era or heroes in their life. The goal of this assessment is to let students creativity develop regardless their grammatical competences.Its a crucial process to meet the students abilities in improving their writing skill as a beginner.

The result of test 1 will be used as the materials revision. Two lecturers who are expect in matter of writing and assessment will be point out to make the revision.

Validating New Materials by Expert

The next procedure after the first draft of the assessment materials was developed, the tests were evaluated by the validators to confirm if the tests had been appropriate or not. The evaluation was consists of questionnaires and interviews from students and lecturers.

The suggestion from the validators were demanded to add more inspiring text from the social media, from Indonesia and abroad, since we have a lot powerful and inspiring people in the country, like Sri Mulyani, B. J Habibie, etc.

Another input from the validators, the assessments materials can be used as a standard test of writing class in the same level.

Revising New Materials Based on Experts' Suggestions

After the first revision, the assessment materials had been added more text with the most current issues that the students need to discuss and make a review as their next task. The purpose of this procedure is to get the appropriate assessment materials to the students need of academic years 2017/2018 who still learning the basic reading and writing. They still learning the simple word with the simple meaning, so it is suggested at the end of each topic, the lecturer put the glossary contain the new terms or difficult words that the students can learn and use it in a sentence. The additional text taken from Sri Mulyani, B. J. Habibie and Ratna Sarumpaet Instagram or Facebook, since now they are the most inspiring people for students.

Next, students were tested for the second time, with the new materials and the new topic.

Revised-Developing New Materials (Final Product)

There were somenew developed writing materials that adequate to the students' need. There are two tests which were distributed to the students. The first test is preliminary test which consist of the assessment from the hand out and it is not related to the social media by giving the opinion about those thesis statements given. The second test is taken from FB and Ig which selected topic that related to the writing skill. To assess the students' paper is by implementing the writing score of British Council.

Table 3: Students' Difficulties in Reading and Writing Activity

Question	Items	N	F	Percer (%)
What difficult you find wher read the E text?	The text is uninteresting to be read so we are difficult to write it	20	9	45%
	The text is update becaus unsuitable students' nee this era	20		
	It is found unfamiliar vocabularies ar pictures monotonous	20	11	55%

Based on the table in the writing and reading activity 55% of the students have difficulty of guessing the unfamiliar words with the materials provided in the book consist of the monotonous pictures (black & white). While 45% of the students have to overcomes their motivation in learning because of uninteresting texts. Some of them even found it really difficult to rewrite or answer based on the text given. It is also the problem of the second question. The effect of social media to six tasks of KKNI based curriculum is a good way to solve another obstacles in writing which is lack of vocabularies.

3 RESULT AND DISCUSSION

The research findings can be based on the main data of each independent variable on the students' writing competences, as the aim of the research question is to find out the implementation of KKNI based curriculum assessment using social media. The result shown that there is a significant change in students' achievement after using FB, IG and WA as their tasks material

Materials is anything which is used to help language learners to learn, as stated by Tomlinson; 2012. The form of materials can be anything. Is it a CD, handout, textbook or the latest one is e-learning. Beside giving text to the writing class from social media, lecturers can also upgrade their technologies competences in e-learning. Giving topic, discuss a topic, assess the students online. The only problem to this matter is the internet access. University

should supply the gigantic wi-fi access to make sure the learning process runs well.

The English department students who have tested with the social media materials have the different result than the students who haven't got the social media text as their assessment. Its indicating that the development of KKNI based curriculum material involving not only the syllabus but also the students' need. Further, Tomlinson (2001: 66) stated materials development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of the designed, implementation and evaluation of language teaching materials. Materials developers might write anything from the textbooks, tell stories, and bring advertisements into the classroom, express an opinion, provide samples of language use or even read a poem aloud in front of the classroom.

The students results shown that the materials provided by the lecturers to learn in class was not the current issues, late post, conventional and a bit boring. The kind of assessments that has been tested from time to time, no revision and no up dating data. It was derived from the main factor which is the inappropriate materials to the students' need and lecturers' method of teaching is still conventional. The way lecturers giving assessment really decide the result of the students' competences. In terms of assessment materials, some students found it difficult to develop the idea in writing, because of bored materials and an old issues. Furthermore, some students lacked motivation and enthusiasm to learn reading & writing because of the gap in comprehend the text and design of teaching (table 1)

The following questionnaire will try to answer the effect of social media to their six KKNI based curriculum tasks

Table 4: The Importance of Social Media in KKNI Based Curriculum

Questions	Items	N	F	Percentage (%)
Have you ever found the materials based on the social media?	Yes	20	8	90%
	No	20	2	10%
What kind of social media is it found in the materials you have found?	IG	20	8	40%
	FB	20	3	15%
	WA	20	7	35%
From those social medias,	IG	20	9	45%
	FB	20	4	20%

which one do you think can be develop the reading and writing skill?	WA	20	7	35%

According to the table, most of the students (about 90%) stated that the existence of social media based in the materials was very helpful to the students in order to understand the materials that consist of current issues. The rest was 10% of the students who had opinion that they never found the materials related to the their life, so they did not know how to use and develop the materials.

Furthermore, the type of social media that can be implemented as the assessment of KKNI based curriculum is Instagram consisting of 40% and 45%. While FB and WA were used to chat about anything. Students usually discuss the topic, as a question or consult each other using WA application, since they can classifying the group of each topic in WA, so they don't have to meet personally and spare certain time to talk about the task, they can talk privately in WA by vc (video call) application in WA.

FB used to announce of a task. The class monitor was being asked by the lecturer to inform anything related to the topic. Media as FB and WA is the application that fit to this matter.

The second and last question in table 4 indicating that the students rarely had a text based on social media used as the material and tasks at the same time.

The chart below also justify the significant result by using social media as the assessment materials in writing class.
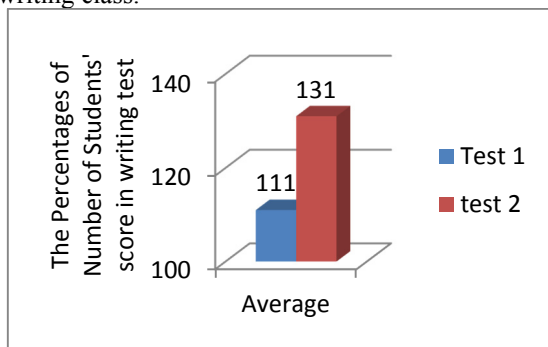

Figure 3: The Percentage of Number of Students' score in Writing

According to the figure of students' percentage in writing assessment, it shows there's a a significant change increasingly happens in test 2 when the text is taken from social media with the appropriate topic of the current issues about politics, finance or education. All the tests taken from inspiring people who in charge in certain matters as, Presidents, Politician, Public Figures, Social Volunteers, Society or even Youngsters. The writer also took several story from children, parents, or others who have to struggle in healing them selves as drug abuser, autism, dyslexia, cancer, etc. Those topics will be selected and compiled to be the students assessment materials that fit to their need.

The figure also shown that the difference of average is 20 point between test 1 and test 2. Its quite a big percentage between the test with or without the use of social media.

The design of assessment for writing class of English department students academic years 2017/2018 adequate with the goal of KKNI based curriculum to improve the students' independency in learning. The students will be enjoy in working on their tasks that consist of social media which selected of current issues as the topic. Since it is the recent matter, they will understand the issues that have been discussed. They also have a chance to write their opinion about each topic.

The achievement process in this research should be supported by team teaching, students, syllabus, stakeholders, method, material and the internet facilities.

It can be assumed as the answers of the research questions; (1) Instagram is the most usage application for English department students of UNIMED, as the second research question; (2) the result shown the using of social media as the tasks for KKNI Based Curriculum has a significant improvement in students' writing competences.

Although social media can be used to ease the gap among the students, but it also has the weakness. The unlimited access of internet can be a disaster if the lecturer can't be a smart facilitator to select the appropriate material. Further, it is still needed more discussion through research, workshop, or team teaching discussion to used social media as the assessment material to be a scaffolding to the development of educational system

4 CONCLUSIONS

Social media has been a world global issue these day. The use of social media has been transforming from its original purpose. Social media as FB, IG and WA no longer used as the social interaction purposes only but has became the materials in learning.

This study tried to investigate the kind of social media dominantly used by the students as their applications in working on the assessment. The other intention of this research is to know how is the implementation of social media as the assessment of the six tasks of KKNI based curriculum in writing class.

Based on the instrument used to take the students' perception on using social media as their assessment materials, writer made some conclusion; (1) the first data have shown that English is importance to study. 70% students thought that English should be mastered for the intention of working, social communication, developing the language skills and a tool to understand what going on around the world and become one of the part of the world communication, (2) They consider social meia as the an media which help them in improving their language skills, especially writing skill. 40 % of the students agree using social media like FB, IG and WA will develop their competences in learning English, (3) Their motivation on learning English is quite low since the materials used as the assessment in writing class is inappropriate and didn't met the students' need.

Next result from the second data explain the students expectation in learning English is 25% of the students prefer in the writing class is to have the assessment material based on the real situation that happen these days (authentic assessment) with the adequate assessment and colorful text.

Further, the data from the third table indicates; (1) Students considered that the existing material was uninteresting to be read, since they have the difficulty of exploring their ideas in writing, (2) They also thought the content of the assessment materials were out of date and unsuitable to the students' need in this era, (3) The students found some unfamiliar words which no longer used this day and the pictures were monotonous.

At last the final data from the fourth table shows; (1) 90% of the students have familiar with the materials consist of social media text, (2) The most common used of social media was Instagram, and (3) The students agree that Instagram is the potential application used as the source of assessment material.

We can conclude that the used of social media as the writing assessment material has a big impact to the achievement of implementation of KKNI based curriculum in UNIMED.

Move over, the selected materials should be revised and controlled to avoid the misused of social media among the students.

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