

Implementation of the Curriculum of Multiple Intelligence based English for Islamic Studies to Increase Language Competency

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Abstract. This study aimed to evaluate the effectiveness of the Teaching of English for Islamic Studies (EIS) at IAIN Palu in Increasing Language Competency. This study used Stufflebeam's CIPP model evaluation covering Context, Input, Process and Product Evaluation. This study utilized quantitative and qualitative method. 97 second-semester students were chosen as sample through Stratified Random Sampling. Quantitative data were obtained from questionnaires to seek the perceptions of students and lecturers. Semi-structured interview with the heads of departments, program designer and authorized official, class observation and document analysis were also conducted to elicit the qualitative data. Results of the study showed that either Context, Input, Process or Product Evaluation were effective in general. The findings also revealed that the students' proficiency in language skills was sufficient, the most difficult skills were Listening and Writing, the skills which need more practice were Listening and Writing and the skills which must be more prioritized related to EIS Program were Speaking and Reading. In other words that the implementation of Teaching of English for Islamic Studies at IAIN Palu could be continued with some revisions.

1 INTRODUCTION

English for Islamic Studies (EIS) is a new branch in ESP world. Its presence is a demand for English instruction focusing on Islamic Realm.

This study was triggered by the problems encountered in the implementation of English Subject (EIS) at IAIN Palu. Aspects related to the program such as need analysis, learning materials, teaching strategies as well as lecturers of the program need comprehensive evaluation to assess its effectiveness. The evaluation is also intended to decide whether the program has worked as expected, continued with some improvement, or even halted. The evaluation of the program employed Stufflebeam's CIPP Model Evaluation. This model evaluation covers Context, Input, Process and Product Evaluation.

The worth of this model evaluation had been proved by some previous studies. Evaluation of English Program using CIPP at Ankara University Preparatory School by Tunc (2010) revealed some improvements in the physical conditions, content,

materials and assessment dimensions of the program as research conclusion. The study by Kapil Dev Regmi (2008) about evaluation of ELT program at Katmandu University Nepal also utilized CIPP model as its tool of evaluation. Other study investigated by Chen from Durham University of England (2009) which used this model evaluation with diverse research instruments to conduct an evaluative case study of the 20 English training courses offered in the Applied English Department (AED) proved to be commendable. While Olasehinde (2015) examined the adequacy of the English component of the General Studies Curriculum at Nigerian Polytechnics by using CIPP Model with modification.

The benefit of this CIPP Model relating to Multiple Intelligence was also conducted by Tiantong and Tongchin (2013) in which MI was combined with Web-based Collaborative Learning. Whereas Saeidipour and Otahsara (2014) in his experimental study highlighted the use of MI method which impact on attitudes of students toward ESP.

In this present study, the researcher attempted to assess how the planning of the program of EIS at IAIN Palu, how the implementation of the program, what supporting factors and constraints of the program what supporting factors and how far the success of the program.

2 LITERATURE REVIEW

2.1 English for Islamic Studies

ESP started since the demand for a new brave world in the English language learning (Hutchinson & Waters, 1987). Currently, ESP is also stated as one of the major activities around the world (Robinson, 1991). ESP has become increasingly important since there has been an increase in vocational training and learning throughout the world. The spread of globalization and the genesis of the 21st century learning skills have resulted in the increasing use of English in a growing number of occupational contexts.

The insertion of ESP in academic world is highly recommended in the light of that every field of study always undergoes its own development, including Islamic based education. The government decrees; namely the National Education Law No. 20/2003 in Chapter 10, article 37, paragraph 2 and in Chapter 2 and article 9, paragraph 2 of the Government Regulation No. 19/2005 on National Standards of Education, stipulated that all tertiary education levels in Indonesia, including Islamic institutes, must include English subject as one of the compulsory subjects into the curriculum and implement English teaching and learning to freshmen in the first two semesters (Saefullah, 2013). Since English became one of the compulsory subjects at Islamic universities, English for Islamic Studies (EIS) program, began to be established.

The implementation of English for Islamic Studies program at some Islamic universities is one-step forward to enhance the competence of Muslim students in spreading Islam at global scope. In turn, the students' mastery of English in Islamic context could open opportunity for working and continuing their study abroad.

2.2 CIPP Evaluation Model

The CIPP Model is an ideal choice for analyzing program evaluation. This evaluation model is the most popular model many evaluator apply due to its comprehensiveness compared to other models

(Widoyoko, 2009:181). This model was developed by Daniel Stufflebeam at Ohio State University in 1965. CIPP is abbreviation of Context, Input, Process and Product. This model is based on the judgment that the success of educational program is influenced by numerous factors, such as: learner characteristics & their milieu, purpose of program & their instruments, as well as procedure & mechanism of implementation of the program.

Context evaluation involves studying the environment of the program. Its purpose is to define the relevant environment, portray the desired and actual conditions pertaining to that environment, (Ornstein and Hunkins, 2009). Input evaluation is designed to provide information and determine how to utilize resources to meet program goals. Process evaluation assesses implementation of program and values the advantage and disadvantage. Product evaluation will seek the response whether implementation of program succeeded or not. At this phase, an evaluator will also identify output and benefit of the program, both in short-term and in long-term.

2.3 Multiple Intelligence

Multiple Intelligence (MI) is a theory proposed by Howard Gardner in his book "Frames of Mind" in 1983. Gardner's multiple intelligence concept is a psychological theory that addresses what the brain does with information. This theory is a perspective reinforcement of human cognition (Gardner, 1993). It defines intelligence as the capacity to solve problems This theory describes that learning activity will end to the attainment of a particular competency of a learner. Multiple Intelligence approach views that a human has several potencies of intelligence.

Nine types intelligence of MI theory can be applied in designing learning materials (input) in EIS program. Moreover, the competency that will be achieved in EIS program covering four language skills could be triggered by applying Multiple Intelligence strategy in teaching-learning process (process). Multiple Intelligence approach is also in line with Active Learning and Learner-centered Learning which become the characteristic of ESP teaching. Many ESP learners are motivated by materials that offer intellectual stimulation.

3 METHODOLOGY

3.1 Participants

This study was conducted at IAIN (State Institute for Islamic Studies) Palu - Central Sulawesi. The target population for the study were the second semester students of five study programs, namely: Islamic Education Management, Arabic Language Education, Islamic Da'wah & Communication, Al-Qur'an Science & Tafsir, and Syariah Banking study program. 97 students became the sample of the study and chosen through stratified random sampling technique.

3.2 Instruments

The primary instrument in the study was A CIPP-based evaluation questionnaire for students (Non-test instrument) which was employed to elicit the students' perceptions about English for Islamic Studies program and to obtain the students' opinion regarding their competency in four language skills. There are four parts of questionnaire for students; seven questions for Context evaluation, 13 questions for Input evaluation, 25 questions for Process evaluation and five questions for Product evaluation. The total questions of students' questionnaire is 50 questions. All of the questions in the questionnaire were designed on a five-point Likert scale of frequency. Two competent lecturers checked content and face validity of the questionnaire. The results of reliability test of each questionnaire after calculated using Cronbach's Alpha were 0.795 for Context evaluation, 0.864 for Input evaluation and 0.966 for Process & Product evaluation questionnaire.

To equip the data obtained from questionnaire, in-depth interview, class observation and document analysis were also conducted.

3.3 Procedure

This study was an evaluative study utilizing mixed method research design. The data elicited in this study were analyzed following the procedure of sequential explanatory design. The data gained from questionnaire were analyzed by using descriptive statistics (quantitative) and then presented in the forms of figures, tables and charts. Whereas the data obtained from interview and class observation were analyzed qualitatively.

4 FINDINGS AND DISCUSSION

4.1 Students' Responses by Questionnaire

The following seven charts; four bar charts and three pie charts are the results of evaluation of Context, Input, Process and Product by Students' Questionnaire. Information for the results of the bar charts are as follow:

HA : Highly Agree
A : Agree
UC : Uncertain
D : Disagree
HD : Highly Disagree

4.1.1 Context Evaluation

Context Evaluation covers aspects of Need Analysis and Objective/Goal of Program. The leading questions of this evaluation are:

- 1) English for Islamic Studies can enhance my language competency
- 2) English for Islamic Studies is useful for my future job

The chart showed that context aspect of this program could be categorized as Good. 48.90% students stated their agreement.

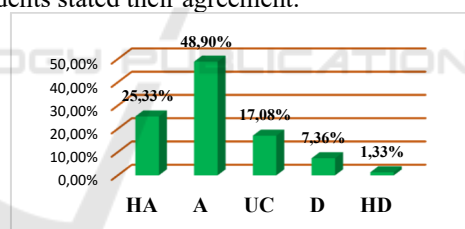


Figure 1: The result of students' questionnaire on Context Evaluation.

4.1.2 Input Evaluation

Input Evaluation consisted of aspects of learning material/content and textbook. The primary questions of this evaluation are:

- 1) Learning material stimulates active learning and critical thinking which refer to MI Approach
- 2) Textbook/course book of EIS agrees with the students' need

The chart showed that input aspect of this program could be categorized as Not Satisfactory yet. Only 12.77% students stated their agreement.

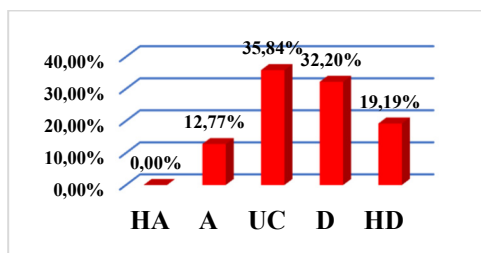


Figure 2: The result of students' questionnaire on Input Evaluation.

4.1.3 Process Evaluation

Process Evaluation encompasses the aspects of teaching-learning process, method and technique of teaching and assessment. The major questions of this evaluation are:

- 1) Teaching of four language skills gets priority
- 2) Method and technique of teaching adopt Multiple Intelligence Strategy
- 3) Assessment covers four language skills

The chart showed that process aspect of this program could be categorized as Good. 39.13% students stated their highly agreement.

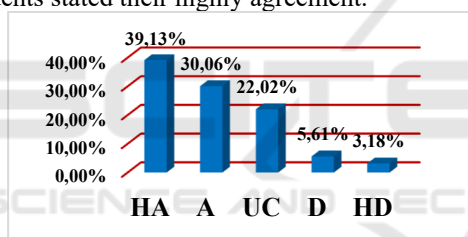


Figure 3: The result of students' questionnaire on Process Evaluation.

4.1.4 Product Evaluation

Product Evaluation includes the aspects of learning outcomes and language competency. The prime questions of this evaluation are:

- 1) Learning outcomes of this program meet my expectation
- 2) Competency of my four language skills increases

The chart showed that process aspect of this program could be categorized as Good enough. 37% students stated their uncertainty or hesitancy on the questions in this aspect. Nevertheless, there were 28.66% students stated their agreement.

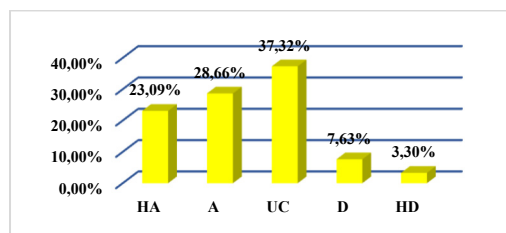


Figure 4: The result of students' questionnaire on Product Evaluation.

4.1.5

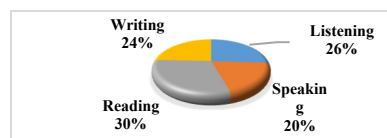


Figure 5: The Students' Competency in Four Language Skills.

4.1.6

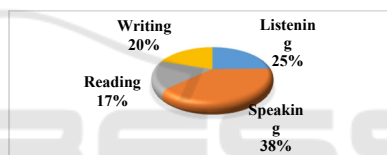


Figure 6: The Skills Needs to Get More Practice.

4.1.7

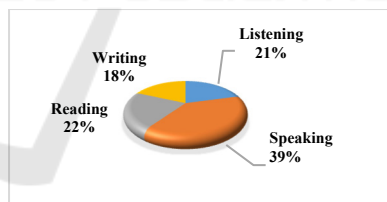


Figure 7: The Skills Prioritized in EIS Program.

4.2 Lecturers' Responses by Questionnaire

All lecturers of English for Islamic Studies (EIS) stated that the goal of teaching of English as contained in the document of faculty and university is in line with the objective of EIS program. Likewise, this program has fulfilled the learner needs and is effective in enhancing the students' language competency, eventhough not maximal yet. Hence, referring to the need analysis, then majority of EIS lecturers said that the total credit of this program for each semester should be added. They considered that the students' proficiency level has

been adequate to join this program and stated that their students do not find a significant difficulty in following this program.

Most EIS lecturers stated that they coordinate with the lecturers of content area (Islamic Subject) before designing SAP/RPP (syllabus). Majority of the lecturers stated that despite of lack of adequate facilities, teaching-learning process could be conducted well. They also suggested that they applied Multiple Intelligence approach in their lecturing process. Nevertheless, they just applied it limited to teaching strategy, not to learning materials yet.

4.3 Responses from the Heads of Study Programs

Most of the heads of study program stated that the objective of English for Islamic Studies is in line with the main goal of English teaching referring to KKNI (Indonesia National Curriculum Framework). However, only 60% of the head of study program said that the need analysis of this program has been formulated clearly in the document of their study program.

All heads of study program admitted that the English competency relating Islamic field would impact widely on the global progress. Unfortunately, the job market of the graduates/alumni from Islamic study programs concerned with their English competency has not been evaluated completely and inserted into the document of study program. The advantage and disadvantage of this program have not been also anticipated totally by all study programs at IAIN Palu.

All heads of study programs admitted that this EIS program is actually very effective in increasing the language competency of students, but the implementation of the program is not supported with adequate facilities for teaching-learning process.

5 CONCLUSION

From the findings and discussion of this study, it could be inferred that the implementation of English for Islamic Studies program at IAIN Palu, either Context Evaluation, Input Evaluation, Process Evaluation or Product Evaluation were effective in general, eventhough the results of Input Evaluation need a lot of improvements and revisions. The achievement of students' language competency suggested that essentially, all four skills need to be

taught more intensively in spite of the students' learning outcomes showed sufficient results.

The results of this study could give significant description to the ESP instructors, curriculum developers, and other stakeholders in developing a more qualified ESP curriculum, especially EIS curriculum.

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