Development of Learning Design for English Courses Based on Learning Outcomes: Strategies of the Department of Christian Leadership in Achieving Graduate Science and Profession

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Abstract

This research aims to develop a learning design for English courses based on learning outcomes in the method and learning materials in the curriculum to support the scientific and professional achievements of graduates of the Christian Leadership Department. This research method is descriptive qualitative with a survey method of 3 lecturers and 12 students as respondents. The questionnaire, as a research instrument, is used to observe and evaluate several basic things that are considered in curriculum development, namely: the basis of philosophy and history, the basis of psychology, the basis of socio-culture and the basis of science and technology from the perspective of lecturer and student. The results showed that the results of the development of the learning design for the English course in the Christian Leadership Department curriculum obtained an average score of 4.1 ≥H≥3 in the high category and then converted into a percentage gain of 82% in the very good category. This study recommends improvement in students' writing skills which must be trained and continuously developed in writing prayers, reflections or short sermons in English.

Keywords: *design of learning design; english courses; strategies; Christian leadership*

A. Introduction

In higher education, knowledge and technology contribute a lot to the content of the curriculum and the learning process. The type of knowledge developed in Higher Education will affect the content/subject matter to be developed in the curriculum (Oci, 2019). The development of technology in addition to being the content of the curriculum also supports the development of educational tools and media. In addition, in terms of the development of educational science, the content of the curriculum also affects the mastery of knowledge possessed by students or graduates it produces (Wahyuni et al., 2021).

Universities are also tasked with preparing graduates to be able to live in the community. The College is also strongly influenced by the community environment in which the College is located (Ariawan, 2023). The content of the curriculum should reflect the conditions of the community of its users and efforts to meet their needs and demands. Universities are obliged to absorb and serve the aspirations that exist in society, especially graduate users such as institutions and the business world (Tubulau, 2020). The development of the business world in the community and the qualification needs of institutions using graduates affect curriculum development. Therefore, universities are not only preparing students to graduate from college, but also to be able to work in institutions, the business world and be able to open creative business opportunities that can open up job opportunities for others (Siburian et al., 2022).

In an effort to improve the quality of graduates, the Christian Leadership Department seeks to develop a curriculum with follow-up to the Rector's Letter Tarutung State Institute for Christian Studies Number 2389/ikn.01/PP.00.07/2019 date July 10, 2019 about Request for Department curriculum Development Design which refers to Indonesia's National Qualifications Framework and the Era of Industrial Revolution 4.0. Thus the resulting curriculum can improve the quality of its management which can eventually give birth to quality education that is supported through a learning process that applies student-centered learning strategies (Ko et al., 2014). In accordance with the academic manual of the Christian Leadership Department, the number of semester credit units of 2 credits is so that students master knowledge of English, have awareness of the importance of English, and show the habit of using it in service, are able to communicate well and correctly according to official English rules (Sinambela et al., 2021).

In this case, the development of learning design for English courses focuses on student competence in mastering English in 4 (four) language skills, namely listening, reading, speaking and writing skills (Asholahudin, 2020). To improve the competence of students specifically in English, innovative, effective and capable learning efforts or methods are needed by using technology for the scientific and professional development of graduates (Aqbar, 2021).

Based on the foregoing, the description of English courses is studied and developed in a more specific direction in accordance with language competencies and student graduate profiles or supporting graduate science and professions. This is a description of the learning outcomes of the English course in Program Stuin Christian Leadership. The development of this design and curriculum uses three stages, namely: (1) Plan, (2) Implementation Development, and (3) Evaluation (Fajri, 2019). The planning stages are divided into several sub-stages: analysis of the needs of the Department, analysis of student character, material survey in each course, as well as analysis of learning objectives. Then the development stage is a stage that requires experts to review the curriculum, make materials, and develop the curriculum. Finally, the evaluation stage consists of formative and summative evaluations. Formative evaluation is a data collection process that aims to improve and improve the quality of the products developed. While the summative evaluation is an evaluation to provide a final evaluation of the product (Ariawan, 2020).

Initially, the achievement of the English language course aimed to support the competence of communication skills, both orally and in writing. Then researchers try to design and develop the achievements of English courses by using measuring standards for the ability to communicate both orally and in writing in accordance with the profile of graduates of the Christian Leadership Department. In the planning stage of the design and development of English course materials in accordance with the profile of graduates (learning outcomes) of the Department, researchers received input from lecturers who teach English courses, and lecturers with a background in Theology. The results of the planning stage assessment produce Lecture Learning Outcomes and Learning Sub-outcomes of English Courses in a more specific direction, namely students are able to communicate English both orally and in writing in formal and non-formal situations, and are able to compile, follow and lead English worship.

Furthermore, at the development stage, the researchers describe the Sub-outcomes of Learning English Courses in accordance with Course Learning

Outcomes, namely the Indonesian National Qualifications Framework and according to the semester lecture plan at the institute:

1. Students have the ability to listen to dialogue or talk in English.

2. Students have the ability to spell, and write simple sentences in expressing opinions and responding to the opinions of others in English.

3. Students are able to compose simple sentences in the compilation of prayer themes in English.

4. Students are able to read English biblical texts

5. Students are able to write prayers and say prayers in English worship.

6. Students know and are able to say and pray "Lord's Prayer" in the English version of worship.

7. Students are able to compile worship systems in English.

8. Students are able to take part in worship in English.

9. Students are able to lead worship in English.

Based on the description mentioned above, the design of the development of the description Course Learning Outcomes and the Sub-achievement of Learning English Courses in the Christian Leadership Department will be implemented in the lecture process in the English course of the Christian Leadership Department.

At the evaluation stage, the researcher creates 20 lists of questions and disseminates them to respondents aimed at improving and improving the quality of the developed product. The results of this evaluation are used as research data from the application of the design and development of English lecture materials based on learning outcomes to the product then the process and results of the course.

B. Methods

This research is a descriptive qualitative research using the Survey method on 15 respondents consisting of 3 (three) lecturers who teach at the Faculty of Theology, and 12 students in the third semester (three) of the Christian Leadership Department at the Faculty of Theological Sciences. This research was conducted from April to October 2022. The data of this study is the answer of all respondents who have filled out 20 lists of questions that have been compiled by the researcher (Subandi, 2021).

The types of data obtained in this study are qualitative data and quantitative data. Qualitative data were obtained at the stage of objective conditions reflecting the problems in the study. According to Borg and Gall in Sugiyono (Sugiyono, 2020), in this research and development, there are:

1. Plan Stage

This stage starts from the needs analysis. The needs analysis is carried out by making preliminary observations of the Pastoral Counseling Department Curriculum. Researchers observe several basic things that are considered in the development of the curriculum to be carried out, which include: the basis of philosophy and history, the basis of psychology, the basis of socio-culture and the basis of science and technology. From the observed basics, it is expected to determine the level of accuracy and effectiveness of curriculum development.

2. Development Stage

After the planning stage is carried out, the next stage is the development stage. In this stage is the stage of developing the product process. The product developed in this study is the Department Curriculum in Christian Leadership specifically for the learning design of English courses based on learning outcomes on method materials and learning materials that aim to support the achievement of the profile of Department graduates, namely supporting the scientific and professional achievements of Department graduates Christian leadership.

3. Evaluation Stage

The evaluation stage consists of formative and summative evaluations. The purpose of formative evaluation is to improve and improve product quality, which in this case is to improve the quality of descriptions of course learning outcomes and Sub-achievements of Learning English Courses contained in the Christian Leadership Curriculum. In this study, formative evaluation is a validation from a team of experts. This team of experts in validation is a team of experts in the field of curriculum. The validation results of this team of experts are used to revise the product (curriculum) specifically on the design of the English language course.

The next thing that will be done is a summative evaluation, which means a trial of the product. This trial is used to determine the quality or attractiveness of the product that has been developed whether it is able to realize a program or learning plan consisting of structured, programmatic and well-planned content and subject matter related to the vision and mission of Department Christian Leadership.

This type of development research uses qualitative and quantitative data. Qualitative and quantitative data are obtained from several evaluations carried out, opinions from curriculum experts, as well as curriculum evaluations that have been developed in questionnaire instruments. According to Sugiyono, research instruments are tools used to measure natural and social phenomena with special observations. Research instruments are also used as tools used in collecting data (Sugiyono, 2019).

In this case, the questionnaire as a research instrument is used to observe and evaluate several basic things that are considered in curriculum development, namely: the basis of philosophy and history, the basis of psychology, the basis of socio-culture and the basis of science and technology. To optimize the achievement of research objectives, the researcher distributed a questionnaire equipped with the identity of the respondent/resource person, the place and date of the interview. Furthermore, the researcher explained and discussed with the respondents by making several questions specifically equipped with assessment scores and responses, namely opinions, suggestions, solutions for the development of the Pastoral Counseling Department curriculum. The validation questionnaire of each base to be observed is classified in 5 scales and each scale has a specific score. A score of 5 for excellent criteria, a score of 4 for good criteria, a score of 3 for average criteria, a score of 2 for poor criteria, and a score of 1 for very poor (Barua, 2020).

Table 1. Result of Questionnaire about

Pastoral Counseling Department curriculum

No	Questionnaire	Item score				
		5	4	3	2	1
1	What do you think about the importance of curriculum development in the Christian Leadership Department?					
2	What do you think about the importance of developing english course learning design?					
3	What do you think about the aspect of developing language skills in listening skills in learning English courses?					
4	What do you think about the aspect of developing language skills in reading skills in English language courses?					
5	What do you think about the aspect of developing language skills in writing in learning English courses?					

6	What do you think about the aspect of developing language skills in speaking skills in learning English courses?
7	What do you think about the material development aspect of listening to dialogues or sermons in English?
8	What do you think about the development aspect of reading material for Bible nats in English (Holy bible)?
9	What do you think about the material development aspect of reading prayer texts in English?
10	What do you think about the material development aspect of singing hymns in English?
11	What do you think about the material development aspect of writing personal prayers in English?
12	What do you think about the material development aspect of writing short devotionals/sermons in English (Holy bible)?
13	What do you think about the material development aspects of praying or leading prayers in English?
14	What do you think about the material development aspect of composing the worship system in English?
15	What do you think about the material development aspect of the assignments/exercises given by the lecturer of the course in English?
16	What do you think about the aspect of developing the material for compiling or writing prayers in English given by the lecturer?
17	What do you think about the material development aspect of leading worship in English?
18	What do you think about the evaluation aspect or language skills test given by the course lecturer?
19	Based on the results of the development of learning design, does the English course material support the knowledge of students of the Christian leadership Department?

	Based on the results of learning design development, does the English course material support the profession of graduates of the Christian leadership Department?
20	

Furthermore, the observed indicators are converted with the average value of each item with a reference score scale of 5 for excellent criteria, a score of 4 for good criteria, a score of 3 for medium criteria, a score of 2 for bad criteria, and a score of 1 for severe once. You can convert the average score of the value into a percentage of the data into a formula as follows:

$$\text{Percentage } (\%) = \frac{Score\ (n)}{Maximum\ Score} \times 100\%$$

After that, the data that has been collected will be qualitatively described with the highest percentage being 100% and the lowest percentage being 0%. The range is the maximum score minus the minimal score, and the result is 100%, while the interval size (100% divided by 5) is equal to 20%. So, based on the above calculations, the percentage of the qualitative range and category will look as follows: 81% - 100% is excellent, 61% - 80% is good, 41% - 60% is average, 21% - 40% is poor, and 0% - 20% is very poor.

C. Discussion

From the results all respondents of the study realized the importance of curriculum development in the Christian Leadership Department with a score (S) of 4.5≥S≥3 in the high category and then converted into a percentage gain of 90% with an excellent category. Based on the results of learning design development, all research respondents realized the importance of developing learning design for English courses with an average score of 4.2≥S≥3 in the high category and then converted into a percentage gain of 84% with an excellent category.

Based on the results of learning design development, all respondents realized that the importance of developing language skills in listening skills in learning English courses with an average score of 3.8≥S≥3 in the high category and then converted into a percentage gain of 76% with a good category. Based on the results of learning design development, all respondents realized that the importance of developing language skills in reading skills in learning English courses with an

average score of 4.3≥S≥3 in the high category and then converted into a percentage gain of 84% with an excellent category.

Based on the results of learning design development, all research respondents realized that the importance of aspects of developing language skills in writing in learning English courses with an average score of 3.8≥S≥3 in the high category and then converted into a percentage gain of 76% with a good category. Based on the results of learning design development, all respondents realized that the importance of developing language skills in speaking skills in learning English courses with an average score of 4.1≥S≥3 in the high category and then converted into a percentage gain of 82% with an excellent category.

Based on the results of learning design development, all respondents realized that the importance of the material development aspect of listening to dialogue or preaching in English with an average score of 4.1≥S≥3 in the high category and then converted into a percentage gain of 82% with an excellent category. Based on the results of the development of learning design, all respondents realized that the importance of the development aspect of reading material for the Bible in English (Holy bible) with an average score of 4.5≥S≥3 in the high category and then converted into a percentage gain of 90% with an excellent category.

Based on the results of learning design development, all respondents realized that the importance of the development aspect of material reading prayer texts in English with an average score of 4.2≥S≥3 in the high category and then converted into a percentage gain of 84% with an excellent category. Based on the results of learning design development, all respondents realized that the importance of the material development aspect of singing hymns in English with an average score of 4.6≥S≥3 in the high category and then converted into a percentage gain of 92% with an excellent category.

Based on the results of learning design development, all research respondents realized that the importance of the development aspect of personal prayer writing material in English with an average score of 4.4≥S≥3 in the high category and then converted into a percentage gain of 88% with an excellent category. Based on the results of the development of learning design, all respondents realized that the importance of the material development aspect of writing short devotionals/sermons in English (Holy bible) with an average score of 3.6≥S≥3 in the high category and then converted into a percentage gain of 72% with a good category.

Based on the results of learning design development, all respondents realized that the importance of the material development aspect of praying or leading prayers in English with an average score of 4.5≥S≥3 in the high category and then converted into a percentage gain of 90% with an excellent category. Based on the results of learning design development, all respondents realized that the importance of material development aspects of compiling worship systems in English with an average score of 4.1≥S≥3 in the high category and then converted into a percentage gain of 82% with an excellent category.

Based on the results of learning design development, all research respondents realized that the importance of material development aspects in assignments/exercises given by lecturers in English with an average score of 3.8≥S≥3 in the high category and then converted into a percentage gain of 76% with good categories. Based on the results of learning design development, all research respondents realized that the importance of material development aspects of compiling or writing prayers in English given by lecturers with an average score of 3.6≥S≥3 in the high category and then converted into a percentage gain of 72% with good categories.

Based on the results of learning design development, all respondents realized that the importance of material development aspects leading worship in English with an average score of 3.6≥S≥3 in the high category and then converted into a percentage gain of 72% with a good category. Based on the results of learning design development, all research respondents realized that the evaluation aspect or language skills test given by the course lecturer. with an average score of 3.7≥S≥3 in the high category and then converted into a percentage gain of 74% with a good category.

Based on the results of the development of learning design, all respondents of the study realized that the English course material supports the science of Christian leadership Department students with an average score of 4.4≥S≥3 in the high category and then converted into a percentage of 88% with a good category. Based on the results of learning design development, all research respondents realized that the English course material supports the profession of graduates of the Christian leadership Department with an average score of 4.3≥S≥3 in the high category and then converted into a percentage gain of 86% with a good category.

Based on the discussion of the research results, the results of the development of the learning design of English Courses in the curriculum of the

Christian Leadership Department with an average score of 4.1≥S≥3 in the high category and then converted into a percentage of 82% with the very good category.

D. Conclusion

Based on the discussion of the results of the discussion of research findings, the results of the development of the learning design of English Courses in the curriculum of the Christian Leadership Study Program for the 2021/2022 school year obtained an average score of 4.1≥S≥3 in the high category and then converted into a percentage gain of 82% with an excellent category. This means that the results of the development of the learning design of English Courses in the curriculum of the Christian Leadership Department for the 2021/2022 academic year can be implemented in English lectures properly.

Based on the discussion of the results of the study, the researcher made suggestions or improvements to the acquisition of item that must be improved such as in the ability of writing, students who must be trained and continue to be developed in the writing of prayers, devotionals or short sermons in English. Furthermore, from the average score of 4.1 of the overall score, there is a range of values that must be reached to be close to perfect in achieving the number 5.0. it is also found in the achievement of the success percentage figure from interval 81 to 100%. In reality, the final score at a percentage of 84% so it is still necessary to strive for an increase in the percentage of success towards perfection.

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