

**EXECUTIVE SUMMARY OF  
PROGRAM LEARNING OUTCOMES**



**DOCTORAL DEGREE OF  
LANGUAGE EDUCATION SCIENCES**

# CHAPTER I PINTRODUCTION

## 1.1 Background

One of the methods to evaluate the level of attainment toward Program Learning Outcomes in Language Education Science Study Program is using an exit survey. All of the students and graduates participated in the survey then the result of this evaluation is used to evaluate the quality of teaching and learning and to investigate the vision and mission of the study program. The indicators prioritizing the pedagogic and professional competences based on a humanist and nationalist personality are used as evaluation instrument. With this attempt, the level of attainment for Program Learning Outcomes can be used to support and improve the curriculum which includes: learning outcomes, learning contents, learning processes, and assessment. Furthermore, practically the data result can be used to support Self-Evaluation Report of the study program.

## **CHAPTER II**

### **METHOD OF DATA ANALYSIS**

#### **2.1 Data Processing Methods**

The questionnaire data from this survey were analyzed with descriptive statistics to determine the index of the satisfaction level of students and graduates. Furthermore, the results of the survey will be used for consideration in an effort to improve the quality of teaching and learning in Language Education Science of Study Program. The descriptive statistical data analysis was carried out with the SPSS version 22.00 program. The processing of the questionnaire results was reviewed as a whole and reviewed for each indicator. The descriptive of data analysis is also presented in the form of graphics, tables and diagrams to facilitate reading the results.

#### **2.2. Uji Validitas**

Test validity refers to the extent to which a test can accurately measure what it is supposed to measure. Referring to this definition, the exit survey which is used to determine the achievement of Program Learning Outcomes (PLO) use 14 items and the number of respondents participated in the survey were 67 students and graduates.

Before the instrument is used to retrieve the data, it was reviewed by an expert to ensure that all items and all instruments have good content validity. The results show that all items in the instrument represent things that are needed according to needs, and all items are not ambiguous and easy to understand.

## CHAPTER III SURVEY RESULTS

### 3.1 Survey Result

Survey regarding the results of this PLO attainment is given in 14 questions. The result and detail explanation of each item is explained in the following parts.

### 3.2. General Information of the Survey

The participants involved in the survey were students and graduates of Language Education Science Study Program. 35.8% are male and 64.2% are female. Additionally, most of them are from Indonesia and only 1.5% are from overseas. The following figure shows the survey result: gender, year of enrollment, and target of graduation.

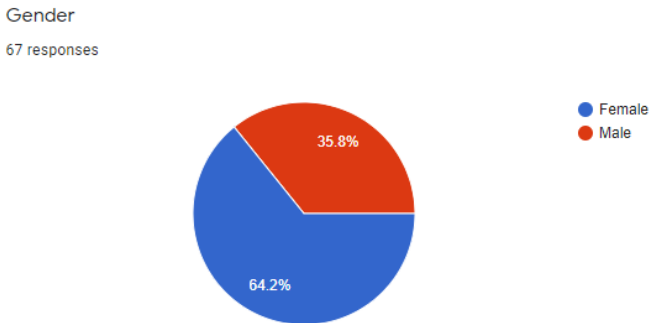


Figure 1. Gender

### Year of enrollment



67 responses

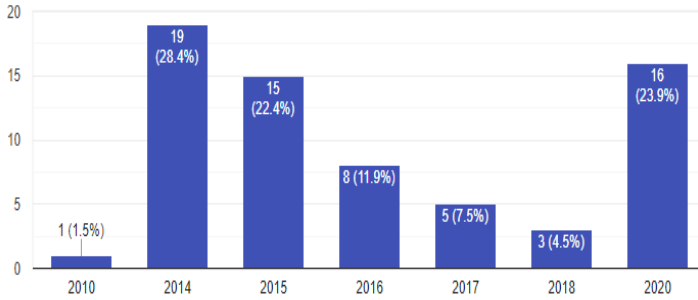


Figure 2. Year of enrollment

### Year of Graduation (Target)



67 responses

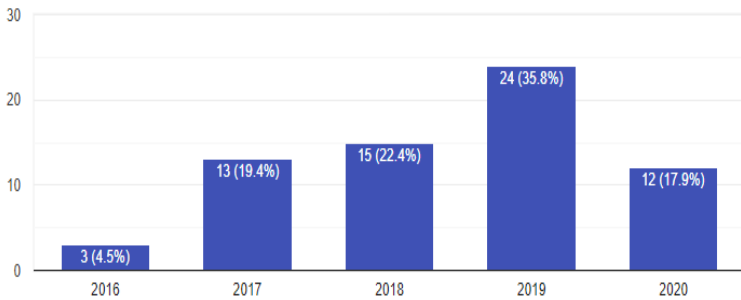
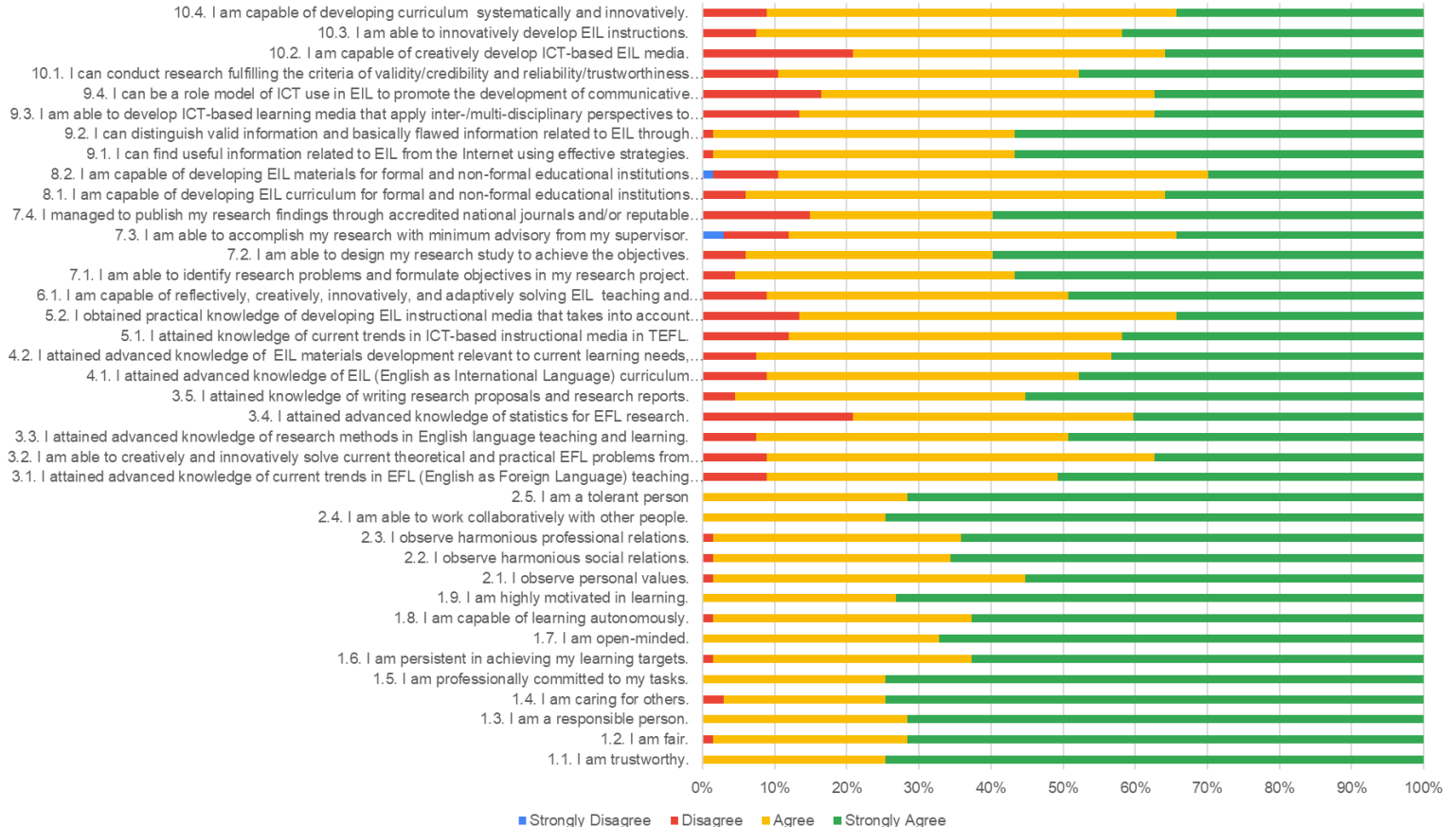


Figure 3. Year of graduation target

### 3.3. Explanation of each Item responses

Program Learning Outcomes Attainment



1. Three-quarters of those surveyed strongly agree with the learning outcomes. They are trustworthy (75%), care (75%), and professionally committed to their tasks (75%). Under these characteristics are highly motivated (73%), fair (72%) and responsible (72%). Over half said they are open-minded (67%), autonomous learners (62.7%), and persistent in achieving learning targets (63%).
2. Most of the respondents have ability to work collaboratively (75%) and they are tolerant (72%). Besides, respondents' observation on personal values, harmonious social and professional relation are varied; those are 55%, 66%, and 64% respectively. Only a few respondents disagree with the learning outcomes (1%).
3. Regarding EFL knowledge attained during the study, the survey showed more varied result. Most of the respondents attained knowledge of writing research proposals and reports as evidenced by the least amount of disagreements (4%). In line with this, the respondents also attained advanced knowledge of research methods in English language teaching and learning. The survey result showed high number of agreements (consisting of 43% agree plus 49% strongly agree). The ability to solve EFL problems from inter- and multidisciplinary perspectives is also attained by the respondents as the number of agreements reached 54% supported by 37% strong agreement. More than 90% of the respondents said they attained advanced knowledge of current trends in EFL teaching and learning: around a half said they strongly agreed and 40% said they agreed. Around a fifth of the respondents said they did not attain advanced knowledge of statistics for research, while the majority showed the opposite.
4. Most of the respondents attained advanced knowledge of the

EIL curriculum (43% agree and 48% strongly agree) and material development (49% agree and 43% strongly agree) relevant to current learning needs, ICT development, and societal developments.

5. Returned survey shows 88% (46% agree and 42% strongly agree) of the respondents attained knowledge of current trends in ICT-based instructional media in TEFL. Meanwhile, 12% of the respondents are in disagreement. Over 80% of the respondents obtained practical knowledge of developing EIL instructional media that includes inter-and multi-disciplinary perspectives for formal and/or non-formal educational institutions (52% agree and 34% strongly agree). And only a small minority (13%) of those surveyed disagree with this statement.
6. Almost all respondents (42% agree and 49% strongly agree) managed to solve the EIL teaching and learning problems for better instructional practices in a reflective, creative, innovative, and adaptive manner.
7. Regarding the research project, the survey shows quite positive results. Just over 90% of the respondents could identify their research problems and formulate their research objectives (39% agree and 57% strongly agree). To achieve these objectives, they were able to design their research study (34% agree and 60% strongly agree). Furthermore, just under 90% of the respondents accomplish their research with minimum advisory from their supervisor (54% agree and 34% strongly agree). In publishing their research findings, the respondents who managed to publish their findings in accredited national and/or reputable international journals reached 85% (25% agree and 60% strongly agree). Only a quarter of those respondents said that they could not manage to publish their



research findings in those journals.

- 8.** Most of all respondents (58% agree and 36% strongly agree) could develop the EIL curriculum for formal and non-formal educational institutions applying multidisciplinary perspectives meeting the learners' needs. In line with this, the respondents were also capable of developing EIL materials for formal and non-formal educational institutions applying multidisciplinary perspectives to meet the needs of the curriculum (60% agree and 30% strongly agree).
- 9.** About the use of technology, this survey shows quite varied results. Nearly all respondents agree that they can find useful information related to EIL from the internet using effective strategies (42% agree and 57% strongly agree). At the same time, they also managed to distinguish both valid and flawed information about the EIL. More than 80% of the respondents were able to develop ICT-based learning media, which apply inter-/multi-disciplinary perspective, to promote communicative competence, values, and 21<sup>st</sup>-century skills development (49% agree and 37% strongly agree). Only a small minority (13% disagree) with this. In line with this, the respondents, who stated that they could be role models of ICT use in EIL to promote communicative competence, values, and 21<sup>st</sup>-century skills, reached 83% (46% agree and 37% strongly agree). Only 16% of the respondents against this.
- 10.** For 90% of the respondents managed to fulfill the criteria of validity/credibility and reliability/trustworthiness of their research logically and systematically (42% agree and 48% strongly agree). Meanwhile, 10% of the respondents could not fulfill these. Concerning the ICT-based EIL media development, this survey shows varied results. About 79% of the respondents maintained to creatively develop ICT-based EIL media (43% agree and 36% strongly agree). The

respondents who could not perform this were about 21%. Just over 90% of the respondents could develop innovative EIL instructions. Last, this survey shows that almost all respondents (57% agree and 34% strongly agree) could develop curriculum systematically and innovatively.

## **CHAPTER IV SURVEY RESULTS**

### **4.1. The level of attainment**

Based on the results of the survey through a questionnaire by using 14 constructs of a Program Learning Outcomes, the results show that most of the students and graduates of Language Education Science can achieve all the indicators provided in the Program Learning Outcomes. The final conclusion of this survey declares and proposes the recommendations that Program Learning Outcomes which have been designed by the study program as an indicator of maintaining the quality of the teaching and learning process and the quality of graduates can be well achieved by them.

## APPENDIX OF THE SURVEY RESULT

Items	TOTAL	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL
1.1. I am trustworthy.	67	75%	25%	0%	0%	100%
1.2. I am fair.	67	72%	27%	1%	0%	100%
1.3. I am a responsible person.	67	72%	28%	0%	0%	100%
1.4. I am caring for others.	67	75%	22%	3%	0%	100%
1.5. I am professionally committed to my tasks.	67	75%	25%	0%	0%	100%
1.6. I am persistent in achieving my learning targets.	67	63%	36%	1%	0%	100%
1.7. I am open-minded.	67	67%	33%	0%	0%	100%
1.8. I am capable of learning autonomously.	67	63%	36%	1%	0%	100%
1.9. I am highly motivated in learning.	67	73%	27%	0%	0%	100%
2.1. I observe personal values.	67	55%	43%	1%	0%	100%
2.2. I observe harmonious social relations.	67	66%	33%	1%	0%	100%
2.3. I observe harmonious professional relations.	67	64%	34%	1%	0%	100%
2.4. I am able to work collaboratively with other people.	67	75%	25%	0%	0%	100%
2.5. I am a tolerant person	67	72%	28%	0%	0%	100%
3.1. I attained advanced knowledge of current trends in EFL (English as Foreign Language) teaching and learning.	67	51%	40%	9%	0%	100%
3.2. I am able to creatively and innovatively solve current theoretical and practical EFL problems from inter- and multidisciplinary perspectives.	67	37%	54%	9%	0%	100%
3.3. I attained advanced knowledge of research methods in English language teaching and learning.	67	49%	43%	7%	0%	100%
3.4. I attained advanced knowledge of statistics for EFL research.	67	40%	39%	21%	0%	100%
3.5. I attained knowledge of writing research proposals and research reports.	67	55%	40%	4%	0%	100%
4.1. I attained advanced knowledge of EIL (English as International Language) curriculum development relevant to current learning needs, ICT development, and societal developments.	67	48%	43%	9%	0%	100%
4.2. I attained advanced knowledge of EIL materials development relevant to current learning needs, ICT development, and societal developments.	67	43%	49%	7%	0%	100%
5.1. I attained knowledge of current trends in ICT-based instructional media in TEFL.	67	42%	46%	12%	0%	100%
5.2. I obtained practical knowledge of developing EIL instructional media that takes into account inter- and multidisciplinary perspectives for formal and/or non-formal educational institution.	67	34%	52%	13%	0%	100%
6.1. I am capable of reflectively, creatively, innovatively, and adaptively solving EIL teaching and learning problems for better instructional practices.	67	49%	42%	9%	0%	100%
7.1. I am able to identify research problems and formulate objectives in my research project.	67	57%	39%	4%	0%	100%
7.2. I am able to design my research study to achieve the objectives.	67	60%	34%	6%	0%	100%
7.3. I am able to accomplish my research with minimum advisory from my supervisor.	67	34%	54%	9%	3%	100%
7.4. I managed to publish my research findings through accredited national journals and/or reputable international journals.	67	60%	25%	15%	0%	100%
8.1. I am capable of developing EIL curriculum for formal and non-formal educational institutions applying multidisciplinary perspectives meeting the needs of the learners.	67	36%	58%	6%	0%	100%
8.2. I am capable of developing EIL materials for formal and non-formal educational institutions applying multidisciplinary perspectives meeting the needs of the curriculum.	67	30%	60%	9%	1%	100%
9.1. I can find useful information related to EIL from the Internet using effective strategies.	67	57%	42%	1%	0%	100%
9.2. I can distinguish valid information and basically flawed information related to EIL through technology.	67	57%	42%	1%	0%	100%
9.3. I am able to develop ICT-based learning media that apply inter-/multi-disciplinary perspectives to promote the development of communicative competence, values, and 21st century skills.	67	37%	49%	13%	0%	100%
9.4. I can be a role model of ICT use in EIL to promote the development of communicative competence, values, and 21st century skills.	67	37%	46%	16%	0%	100%
10.1. I can conduct research fulfilling the criteria of validity/credibility and reliability/trustworthiness logically and systematically.	67	48%	42%	10%	0%	100%
10.2. I am capable of creatively develop ICT-based EIL media.	67	36%	43%	21%	0%	100%
10.3. I am able to innovatively develop EIL instructions.	67	42%	51%	7%	0%	100%
10.4. I am capable of developing curriculum systematically and innovatively.	67	34%	57%	9%	0%	100%