

English Lecturers' Decision Making In Developing Syllabi and Selecting Learning Materials : A Study At English Department, IAIN Kerinci

Putri Maharani Santoso^{1*}, Andesman Putra², Ahmad Syauqi Harsyah³

^{1,3} Universitas Jambi, Jl. Jambi Ma. Bulian KM. 15 Kabupaten Muaro Jambi, 36363, Jambi, Indonesia

²IAIN Kerinci Jl. Pelita IV, Sumur Gedang, Kec. Pesisir Bukit, Kabupaten Kerinci, Jambi 37112, Jambi
Indonesia

Abstract

The purpose of this study was to determine the decision-making process of English lecturers at English Department, IAIN Kerinci. in developing the syllabus and selecting learning materials, especially in English skill courses, including reading, speaking, writing and listening. In this study, the researchers used descriptive qualitative methods. In collecting data, researchers used interview, the researchers interviewed four informants, these informants were selected based on limitation of the research, it was the lecturers who teach english skill subjects, the researchers also used documentation as a data collection tool, the documentation data in this research were syllabi and learning materials itself who collected from English lecturers as an informant of the research. The researchers analyzed the data in several ways, starting from data collection, then data reduction, data display and drawing conclusions. From the data analysis, the researcher found that a lecturer makes decisions when developing a syllabus based on student needs, considering competency standards and basic competencies, curriculum changes, flexible and contextual. And for decision making when choosing learning materials, English lecturers will pay attention to student needs, pay attention to competency standards and basic competencies, and as well as the sequence of the learning materials.

Keywords: *Decision making, Syllabi, Learning materials, Qualitative Research*

1. Introduction

A syllabus is one of the important aspect in the teaching process because in the syllabus there are all aspects of learning, such as basic competencies, competency standards, time allocation, which is time allocation will be use by a lecturer as a benchmark for how long a lecturer will teach in the classroom, and also in the syllabus there are learning indicators, assessment and learning materials. the syllabus is a curriculum development that outlines the basic competencies and competency standards to be achieved, the main points and descriptions of the material that students need to learn. The syllabus as curriculum development and learning in its implementation by educators is described in the plan and implementation of learning to the assessment of learning outcomes.

The syllabus is a development of the curriculum where a lecturer must be able to develop a syllabus based on a predetermined curriculum, a lecturer must be able to make decisions in developing a syllabus that will be made and will be implemented in the learning process later, and also learning materials is important things must be considered because the learning material will be used as a discussion that will be taught in the classroom during learning process. The syllabus as a teaching proposal requires a lecturer to follow the syllabus in the learning process.

Moreover there were some problems faced by english lecturers at IAIN kerinci in developing syllabi was about points of the syllabi and also less spaciouly of material for learning materials who will teach then in teaching process, because in English Department of IAIN Kerinci have not developed separate materials such as textbooks, where most of learning materials still use textbooks that were often used before. when teaching, the lecturer will follow the syllabi as a basic reference, the lecturer will explain again the material

^{*}) Corresponding Author

E-mail: maharanisantoso36@gmail.com

who have not complete at the first meeting to the next meeting. And also, the researcher's knowledge, there has never been any research about English lecturers decision-making in developing syllabi and selecting learning materials in the IAIN Kerinci, especially in the English Department.

Based on the research background, it can be identified problems regarding the development of the syllabi and learning materials, the problems faced by English lecturers in developing syllabi and selecting learning materials are constrained in the assessment system and also less spacious of material for learning materials who will teach in teaching process, because in English department there is no separate textbook development it self. Because of that reasons, the researchers want to know more about the process of English lecturers' decision-making in developing syllabi and selecting learning materials.

The researcher hope that this study will give a contribution to scientific treasure in the field of education. This research also hopefully will give an understanding of lecturers how to develop syllabi and select learning materials. Practically This research hopefully helps the researcher gets a lot of knowledge about the process of decision making for a lecturer in developing syllabi and selecting learning materials. And also The findings of the research could use as a consideration in making decision in developing syllabi and selecting learning materials.

2. Method

This research was qualitative research, Qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials, case study personal experiences, introspective life stories, interviews, and observational, historical, and visual texts that describe routine and problematic moments and meaning in individuals' lives. (Creswell, 1998 p. 15)

This research was carried out at the IAIN Kerinci located in Sungai Penuh Town, Sungai liuk. Especially at English Department, Faculty of Education And Teacher Training, IAIN Kerinci. There were two methods to collect data on this research, it was documentation and interview. instrument of the research was a tool use to collect data in a research. In this research there were two instruments be used, those are Documentation Guides and Interview Questions .in this research there were four ways to analyze data, it was

Data Collecting, Data reduction, Data Display and Conclusion / Verification.

3. Results and Discussion

From the interviews, the researcher found some decision-making for lecturers in developing syllabi and selecting learning materials that are about the process, the considerations, and the challenges. In this research there were four informants who had interviewed, and it was English skills subject lecturers. Speaking, Listening, Writing and Reading.

1. English Lecturers' Decision Making In Developing Syllabi

a. Process of developing syllabi.

Syllabi are one of the important aspects of the teaching process; there are some aspects of syllabi that have to be considered when developing them. Lecturers develop syllabi by considering some components; those are components of the syllabi, competency standards and basic competencies, Indicators of learning, and also assessment. This is also stated by the English lecturers during the process of developing syllabi. in the process of developing syllabi a lecturers especially at english department IAIN kerinci, a lecturer develops syllabi based on same aspect, start from the way of develop syllabi, The decision taken by lecturers in developing syllabi and also the lecturers has a criteria that be taught when developing syllabi.

b.Consideration in developing syllabi.

In developing syllabi, a lecturer thinks about considerations that they have made; the consideration made by the lecturers and course affect the syllabi be good syllabi; the consideration focussed by the lecturers at the English Department IAIN Kerinci was about the flexibility of the syllabi. It stated by the lecturers. c. The challenges faced by an English lecturers when developing syllabi.

Developing a syllabus cannot be separated from challenges; the process of making a syllabus must be careful and finds challenges, and these challenges are also faced by English lecturers at the IAIN Kerinci. The challenge in the process of developing the syllabus at IAIN Kerinci was usually in the form of changes to the curriculum because this change makes the syllabus that was originally ready to be used cannot be applied because the curriculum is already different, of course a lecturer must make a new syllabus based on the existing curriculum. Not only regarding the curriculum, but the challenges faced by a lecturer in developing a syllabus, especially in english department IAIN kerinci are obstacles in achieving learning outcomes, learning achievement itself is a lecturer's reference in teaching, where the material conveyed is successful or not.

2. English Lecturers' Decision Making In Selecting Learning Materials

a. Process of selecting learning materials.

One of the components in the syllabus is learning material, learning material is a set of themes that will be taught later during the learning process. Learning materials take an important position when the learning process takes place because learning materials will be the focus of lecturers and students as discussion material. In the process of choosing learning materials, a lecturer have to make decisions so that the selected material can be well received by students. an English lecturer makes decisions during the process of selecting learning materials based on competency standards and basic competencies as well as of student needs. in addition, a lecturer has certain criteria when choosing learning materials, this have an impact on the process of delivering material to students, appropriate material will be received better by students, the criteria when choosing learning materials for a lecturer were in the form of the learning objectives.

b. Consideration in selecting learning materials.

In choosing learning materials, a lecturer made decisions based on the considerations that will get to desired material later. In the english department of IAIN kerinci, the consideration for a lecturer in choosing learning materials was based on the flexibility of the material and also the contextual of the material itself, it was conveyed by research informants

c. The challenges faced by english lecturers when selecting learning materials.

In choosing learning materials, there were challenges faced by a lecturer; a lecturer made decisions based on these challenges, the challenges encountered by a lecturer, especially in the English department IAIN kerinci, which was difficult for students to understand. In addition, the challenges faced by a lecturer in choosing learning materials was sorting the learning material, the material that has been previously obtained must be sorted according to need, the difficulty of placing which material was taught first and which material must then be taught and so on.

Every challenge faced, a lecturer must be able to make decisions to face these challenges, English Lecturers At IAIN Kerinci in other areas make decisions by teaching materials according to the sequence of learning materials that have been made previously, with a view to achieving learning objectives and also learning materials that have been made can be understood easily by students because the material has been arranged in such a way

The lecturers in choosing learning material have some considerations, it was the flexibility of the material and the context of the material, the problems found by the lecturer when choosing

learning material, the lecturer have to made a deccision and the decision made by lecturer when found the problem it was about determine the references that match the indicators or objectives of the learning achievement. In faced the problem when choosing learning material, the lecturer have to fix it and to fix it the lecturers have to looking for the right references.

The syllabus is one of the learning tools used during the teaching process, the role of the syllabus is so important that a lecturer must be able to develop the syllabus well. Learning material which is one of the components in the syllabus must be chosen carefully and thoroughly, because the learning material is a matter that will be discussed later between lecturers and students, certainly students must understand the material conveyed by the lecturers.

Syllabus as a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself. Robertson in sabah concludes that syllabuses should be viewed in the context of an ongoing curriculum development process. (Sabbah, 2018) Syllabus development and selection of learning materials by English lecturers at IAIN kerinci, the decision-making process in developing the syllabus and choosing learning materials was something that must be considered, the English lecturers IAIN kerinci made decisions in developing the syllabus and choosing learning materials, it was based on the process, considerations and also a challenge.

During the syllabus development process, a lecturer made decisions by paying attention to the components of the syllabus itself, competency standards and basic competencies, learning indicators, and assessments, and there were criteria in the syllabus development process by the English lecturers state Islamic institution of kerinci, it was paying attention to student needs. Further considerations, a lecturer made a decision when developing a syllabus that was based on flexibility and a lecturer also found problems in developing a syllabus, it was regarding adjustments between competency standard and basic competency, with these problems certainly there must be a solution, a lecturer made decisions when solving the problem, it was understanding the relationship between competency standarts and basic competencies.

In addition, in developing the syllabus, there were also challenges faced by an English lecturer, especially at IAIN Kerinci; it was in the form of curriculum changes. Curriculum decisions are made by various individuals and groups in a variety of educational settings and at some levels in the educational hierarchy. Such group is classroom teachers. There are frequent questions, however, regarding the role teachers should play in curriculum decision-making

and also control of decisions should lie of them or with individuals far removed from the classroom. (Kimpston, et al., 1986) and there were obstacles in achieving the learning outcomes that have been designed previously. The decisions made by the lecturers to solve the challenges were the form of making a syllabus that has been designed based

on the new curriculum used and also by giving independent assignments to students in order to achieve learning goals. The decision when choosing learning materials was also based on processes, considerations and challenges, where during the process of choosing learning materials a lecturer makes decisions in the form of considering aspects of competency standards and basic competencies, and also choosing learning materials that suit their needs. Teaching learning materials refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plan. It is generally believed that teaching learning materials indeed support students learning and the teaching learning success. Besides helping teachers to construct a better lesson plan, teaching learning materials also assist teachers professionally and use them as resources to describe instructions. (Sari dewi, 2016)

Materials are anything which used by teacher or learners to facilitate the learning. (Damayanti, et al. 2018) Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language. (Tomlinson, 2011 p. 2) In choosing learning materials, a lecturer also has considerations including looking at the flexibility of the material. And there were also problems when choosing learning materials, it was in the form of determining the source of learning materials. When faced these challenges, a lecturer made decisions by finding the right source of material. In the other hand the challenges faced by english lecturers was the form of learning materials that have been made difficult to understand by students and also the difficulty of sorting learning materials and to finished these challenges a lecturer made decisions in the form of teaching materials that have been made in the order that has been prepared previously

4. Conclusion

After conducting the research and during data analysis, there were some conclusions which were drawn from the research problem, the first is the process

of decision making in developing syllabi, where the lecturers of english department state islamic institute of kerinci made decision based on components of syllabi, competency standarts and basic competencies, learning indicator, and assessment. And the decision made by a lecturer when selecting learning material was considered to competency standards and basic competencies, choosing learning material based on competency standards and basic competencies, and also based on student needs.

The second was a consideration, the consideration made by a lecturer in the English department of the state Islamic Institute of Kerinci when developing syllabi was the flexibility, and the decision made by a lecturer in selecting learning material was the flexibility and context of the learning materials. In developing syllabi, there were problems faced by English lecturers; it was adjusting the competency standard and basic competencies and also learning indicators.

And the third was challenges English lecturers in developing syllabi and selecting learning material faced some challenges. The challenges faced by a lecturer in developing syllabi were the change in curriculum and achieving learning outcomes. The challenges faced by the English lecturer when selecting learning material were the sequence of the material, which material would be taught first, and the last.

References

- Bullough, Robert V. 1992. "Beginning Teacher Curriculum Decision Making, Personal Teaching Metaphors, And Teacher Education." *Teaching And Teacher Education* 8 (3): 239–52.
- Creswell, J. 1998. *Qualitative Inquiry And Research Design Choosing Among Five Traditions*. Library Of Congress Cataloging-In-Publication Data.
- Creswell, J. 2014. *Research Design : Qualitative, Quantitative, Mix Method Approach*. Library Of Congress Cataloging-In-Publication Data.
- Creswell, J., & Poth, C. (2018). *Qualitative Inquiry Research Design: Choosing Among Five Approaches*. In *Journal Of Chemical Information And Modeling* (Vol. 53, Issue 9).
- Damayanti, D, Fauzi, A, & Inayati, A.M. (2018). *Learning Materials: The "Nucleus" Of Language Teaching*. *Journal Of English Education*, 3(1, May), 1-8.
- Fahrudin. 2016. "Syllabus Design Syllabus," No. June: 187–92.
- Garton, S. & Graves, K. (2014). *International Perspectives On Materials In ELT*. London: Palgrave Macmillan.

- Gulo W. 2000. *Metode Penelitian*. Gramedia Widiasarana Indonesia.
- Haris, Ikhsan. 2012. "Determinant Factors Of Decision Making Process In Higher Education Institution (A Case Of State University Of Gorontalo, Indonesia)". *Global Journal Of Management And Business Reseach*. 12 (1).
- Harris, Richard, And Rosemary Reynolds. 2018. "Exploring Teachers' Curriculum Decision Making: Insights From History Education." *Oxford Review Of Education* 44 (2): 139–55.
- Junaidi, aris. 2020. *Panduan penyusunan kurikulum pendidikan tinggi di era industri 4.0 untuk mendukung merdeka belajar-kampus merdeka*. Direktorat jendral pendidikan tinggi kementerian pendidikan dan kebudayaan.
- Kimpston Richard D, Anderson Douglas H. 1986. *The Locus Of Curriculum Decision Making And Teachers' Perceptions Of Their Own Attitudes And Behaviours Toward Curriculum Planning*. *Journal Of Curriculum And Supervision*. 1 (2).
- Luke Allan, Weir Kattie. 2008. *Development Of A Set Of Principles To Guide A P–12 Syllabus Framework*. Queensland Studies Authority.
- Miles, Matthew B. Huberman, A, Micheal. 1994. *Qualitative Dsta Analysis*. Library Of Congraess Cataloging-In-Publication-Data.
- Nugrahani, Farida. 2014. "Dalam Penelitian Pendidikan Bahasa." 1 (1): 305. Nunan, David. 1988. *Syllabus Design*. Oxford University Press.
- Rochmawati, Pryla. 2017. *English Curriculum And Material Development*.
- Sagala, H Syaiful. 2013. "Silabus Sebagai Landasan Pelaksanaan Dan Pengembangan Pembelajaran Bagi Guru Yang Profesional." *Jurnal Tabularasa Pps Unimed* 5 (1): 11–22.
- Sahin, Mehmet, St. Sule, And Y. Seçer. 2016. "Challenges Of Using Audio- Visual Aids As Warm-Up Activity In Teaching Aviation English." *Educational Research And Reviews* 11(8):860–66.
- Salim. Syahrums. 2012. *Metode Penelitian Kualitatif, Konsep, Dan Aplikasi Dalam Ilmu Sosial, Keagamaan, Dan Pendidikan*. Bandung. Citapustaka Media.
- Salman Sabbah, Sabah. 2018. "English Language Syllabuses: Definition, Types, Design, And Selection." *Arab World English Journal* 9 (2): 127–42.
- Sari Dewi, Anak Agung Sagung Shanti. 2016. "Teaching Learning Materials: The Reviews Coursebooks, Games, Worksheets, Audio Video Files." *Lingual: Journal Of Language And Culture* 2 (2): 2–9.
- Secer, S. Y. E., Sahin, M., & Alci, B. (2015). Investigating The Effect Of Audio Visual Materials As Warm-Up Activity In Aviation English Courses On Students' Motivation And Participation At High School Level. *Procedia - Social And Behavioral Sciences*. Vol. 199, 120-128.
- Sugiyono. 2020. *Metode Penelitian Kualitatif, Kuantitatif, R&D*. Alfabeta.
- Swenson, Guy. 2020. *An analysis of teacher decision making in grading 10th grade student writing in english language art*. University of central florida.
- Terry, Gorge. Wehrick, Heinz, Koontz Horald, Dkk. 2018. *Decision Making – Meaning, Nature, Characteristics, Elements And Process*.
- Tim Puskdiklat. 2016. *Pengembangan Silabus Dan Penyusunan Rencana Pelaksanaan Pembelajaran*. Puskdiklat Pegawai Kemendikbud.
- Tomlinson, B. (2011). *Material Development In Language Teaching*. Cambridge: Cambridge University Press
- Young Jean Helen. 1979. *Teacher Participation In Curriculum Decision Making: An Organizational Dilemma*. Taylor & Francis. 9 (2).