

**CURRICULUM**  
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**  
**BACHELOR PROGRAM**



**FACULTY OF TEACHER TRAINING AND EDUCATION**  
**ESA UNGGUL UNIVERSITY**  
**2021**

## A. Study Program Identity

1	University	Esa Unggul University
2	Faculty	Teacher Training and Education
3	Study Program	English Language Education
4	Study Program Code	88203
5	Degree	Bachelor
6	Graduate Title	S.Pd.
7	Vision and Mission	<p><b>Vision</b> By the year 2027, to become a center of excellent in English language learning based on information technology, communication, and entrepreneurship.</p> <p><b>Mission</b></p> <ol style="list-style-type: none"> <li>1. To conduct education, research, and community service programs in English language education field.</li> <li>2. To develop a learning process that emphasizes on the mastery of technology, communication, and entrepreneurship in the field of English language education.</li> <li>3. To carry out a relevant, creative, and innovative learning process in accordance with the job market needs and era advancement</li> <li>4. To establish collaborations in the field of English language education at national and international levels that can enhance the quality of human resources</li> </ol>
8	Address	Jalan Arjuna Utara No.9, Kebon Jeruk, Jakarta 11510
9	Phone Number	(021) 5674223
10	E-mail Address	noni@esaunggul.ac.id
11	Website	<a href="https://fkip.esaunggul.ac.id/pendidikan-bahasa-inggris">https://fkip.esaunggul.ac.id/pendidikan-bahasa-inggris</a>
12	Year and Decree of Establishment	07 February 2017. SK: 118/KPT/I/2017
13	Year and Decree of National Accreditation Agency for Higher Education	BAN-PT No.1851/SK/BAN-PT/Akred/S/V/2019
14	Year and Decree of International Accreditation	-

## B. Head of Study Program Identity

1	Name	Dr. Noni Agustina, M.Pd.
2	Position	Head of Study Program
3	Assignment Decree Number	No.44/YPKB/SK/VII/2022
4	Start Date of Assignment	28 July 2022
5	End Date of Assignment	28 July 2023
6	Cell Phone Number	081807478222

## C. Curriculum Evaluation and Tracer Study

The curriculum evaluation mechanism can be conducted through Expert Focus Group Discussions (FGD) and graduate user discussions. Based on the expert FGD results, there are several recommendations from experts that can be used for improvement in developing the English Education Study Program curriculum. The recommendations are as follows:

1. The graduate profile should not be limited to educators.
2. Follow the university's policy to calculate credits that are appropriate for the subject matter and the time needed to achieve competencies.
3. Assign course names that are not numbered but align with the competencies in order to implement the Independent Campus and Freedom to Learn (*Merdeka Belajar Kampus Merdeka-MBKM*)
4. Revise the vision based on the knowledge derived from the university and faculty. Develop a curriculum that follows the guidelines of KPT 4.0 (Indonesian National Qualification Framework).
5. Create courses that do not have prerequisites (in other words, no prerequisite courses) to implement the *MBKM* initiative.
6. Determine the semester in which the *MBKM* initiative will begin. Core competencies should be provided in the first five semesters
7. Add graduate profiles related to entrepreneurship.
8. Incorporate 4.0 literacy and the 6 Cs (Collaboration, Creativity, Critical Thinking, Communication, Character, and Cultural Understanding), anti-corruption, and anti-violence elements in the curriculum

Apart from the FGD with experts, curriculum evaluation can also be carried out with graduate users who are the chairperson of the English Teachers' Working Group (*MGMP*) in Jakarta. The evaluation results indicate that students need knowledge about differentiation to implement the independent curriculum and concepts of genre and functional grammar. Additionally, students need to enhance their self-confidence.

## D. Designing and Developing Curriculum

Developing or designing the curriculum of English Language Education Study Program is based on Indonesian Qualification Framework (Presidential regulation of the Republic of Indonesia number 8 of 2012) and national standards for higher education (Minister of Education and Culture regulation of the Republic of Indonesia number 3 of 2020). The Indonesian Qualification Framework (IQF) is a framework for classifying the competency qualification that enables alignment, equalization, and integration of education, vocational training, and work experience in order to provide the recognition of the competency based on the job structure in various sectors. On the other word, IQF provides a clear progression of qualifications and competencies that allow individuals to understand their educational and professional development pathways. The IQF consists of 9 levels which level 1-3 represent basic knowledge and skill acquisition, level 4-6 demonstrate competence in specific occupation or profession, level 7-9 refers to the expertise and mastery in a highly specialized field contributing to the advancement of knowledge through research and innovation. The bachelor program of English Language Education Study Program is at level 6 which is equivalent to level 6 of European Qualification Framework (EQF). Specifically, individuals at level 6 are capable of applying their expertise and utilizing their knowledge, technology or arts in their field to solve problems and adapt to various situations. They are also expected to possess the critical thinking, problem solving, analytical skills and responsibility to their works.

English Language Education Study Program develops Outcome-Based Education curriculum which its formulation of Intended Learning Outcomes (ILO) refers to the descriptors of the IQF for determining knowledge and specific skills and national standards for higher education for the attitude and general skills. The knowledge and specific skills are discussed and agreed upon by the association or similar study programs. English Language Education Study Program agreed to the knowledge and specific skills determined by Indonesian English Language Education Study Program Association. Moreover, the formulation of Intended Learning Outcomes of English Language Education Study Program is based on the curriculum evaluation, input from the user, alumni, and the experts as and considers the technology and science advancement, job market needs, Esa Unggul University vision and mission.

English Language Education Study Program implements Independent Campus and Freedom to Learn (*Merdeka Belajar Kampus Merdeka-MBKM*) program which refers to Minister of Education and Culture regulation of the Republic of Indonesia number 3 of 2020 in article 18. *MBKM* provides the opportunity to the students to study outside their study program at the same university for one semester or equivalent to 20 credits and study at the same study program at different university or outside university for a maximum of two semesters or equivalent to 40 credits. *MBKM* programs consist of student exchange, internship, teaching assistant in the education institution, independent studies, Indonesian International Students Mobility Award (IISMA), building a village (thematic community service program), volunteer in humanitarian program, research, and entrepreneur

programs.

## **E. Vision, Mission, Objectives, Strategies and University Value**

### **Vision**

By the year 2027, to become a center of excellent in English language learning based on information technology, communication, and entrepreneurship.

### **Mission**

1. To conduct education, research, and community service programs in English language education field.
2. To develop a learning process that emphasizes on the mastery of technology, communication, and entrepreneurship in the field of English language education.
3. To carry out a relevant, creative, and innovative learning process in accordance with the job market needs and era advancement
4. To establish collaborations in the field of English language education at national and international levels that can enhance the quality of human resources

### **Objectives**

1. To prepare graduates in English education who are professionals at the national and international levels.
2. To produce high-quality research in the field of English language learning and English for specific purposes.
3. To engage in community service activities in the field of English education and English for specific purposes that are relevant to the needs of the community.
4. To enhance collaboration with regional, national, and international institutions in order to develop human resources.

### **Strategies**

1. To develop a curriculum that is relevant to the advancements in science and technology and aligned with the needs of the field.
2. To provide workshops for students related to curriculum and syllabus development, instructional material development, information technology, research methodologies, evaluation, English for specific purposes, and relevant issues in English language learning.
3. To participate student participation in regional, national, and international competitions.
4. To enhance the competence of lecturers through collaboration with partners in teaching, research, and community engagement.
5. To organize national and international seminars as a means of disseminating knowledge.

## University Value

Esa Unggul University develops the values of the university as the foundation for cultivating students' character based on intellect, creativity, and an entrepreneurial spirit through the EMAS vision. The EMAS vision includes:

1. Visionary: having a forward-looking perspective towards the future.
2. Ethical: upholding dignity and behaving respectfully, courteously, and ethically. Valuing moral principles such as honesty, tolerance, justice, democracy, a scientific approach, appreciation of different opinions, and taking responsibility in decision-making and addressing social, moral, and academic issues.
3. Motivator: having the ability to self-motivate (initiative) and motivate others (leadership-oriented).
4. Fairness: treating everyone equitably at all times.
5. Enthusiastic: working with high motivation, commitment, and enthusiasm.
6. Collaboration: Having the ability and willingness to collaborate with others.
7. Excellence: committed to achieving the highest standards of performance and becoming outstanding in every activity

## F. Graduate Profile

### a. Graduate Profiles

The graduate profiles of English Language Education Study Program are reformulated based on the curriculum evaluation, input from the user, alumni, and the experts as and considers the technology and science advancement, and the consensus of Indonesian English Language Education Study Program Association. The graduate profiles are educator and language practitioner. They can be seen in Table 1.

**Table 1.** Graduate Profile

Graduate Profile	Description
Educator	Graduates who possess job skills, knowledge mastery, managerial abilities, research skills, and responsibilities as educators in field of English language for various levels, both in formal and non-formal education setting and have good personality, transformative approach, extensive knowledge, and innovation, as well the ability to continuously develop their profession as lifelong learners.
Language practitioner	Graduates who have the job skills, knowledge mastery, managerial abilities, and responsibilities as language practitioners encompassing content writing, language editing, language consultation, material development, developing digital and non-digital written work, etc. and possess good personality traits, update their knowledge

**b. Program Educational Objective (PEO)**

English Language Education Study Program has Program Educational Objectives (PEO) to prepare the graduates who cultivate their professionalism as proficient English teachers for any level (primary, junior, and senior high schools) and graduates who have excellent academic performance in English language teaching. The other objective is to educate the students to have excellent behavior. Those Program Educational Objectives are as follows (Table 2).

**Table 2.** Program Educational Objective

PEO	Description	Indicators
PEO-1	Graduates who cultivate their professionalism as proficient English teachers specializing in either primary, junior, or senior school.	<ul style="list-style-type: none"> <li>✓ Attaining certification as proficient educators for any level education by demonstrating the competence and expertise in English Language Teaching field.</li> <li>✓ Working as English teachers by employing their pedagogical knowledge and skills effectively.</li> <li>✓ Actively engaging in the design and implementation of innovative and enjoyable learning experiences and environment.</li> <li>✓ Striving for recognition as exceptional educators at both local and national levels, receiving acknowledgment for their outstanding contributions to English language teaching field.</li> </ul>
PEO-2	Graduates who have excellent academic performance in English language teaching.	<ul style="list-style-type: none"> <li>✓ Exhibiting exceptional proficiency in English language and pedagogy</li> <li>✓ Participating actively in research projects particularly classroom action research to solve classroom problems and contribute to the field's body of knowledge</li> <li>✓ Actively engaging in professional activities such as attending the workshop or further education in the field</li> <li>✓ Demonstrating their commitment to staying updated with current research and best practices in English language teaching.</li> </ul>
PEO-3	Graduates who demonstrates the excellent behavior.	<ul style="list-style-type: none"> <li>✓ Inspiring and motivating students as an influential English language teacher by encouraging students to reach their full potential.</li> <li>✓ Engaging in reflective practice by regularly evaluating their teaching methods, seeking feedback, and implementing changes to improve their instructional practices.</li> <li>✓ Actively collaborate with colleagues to foster a positive and supportive professional learning community</li> </ul>

## G. Intended Learning Outcome (ILO)

The Intended Learning Outcomes (ILO) of English Language Education Study Program is determined based on the national standards for higher education, association or similar study program (Indonesian English Language Education Study Program Association), and Esa Unggul University vision and mission. The ILO consists of attitude, knowledge, general skills, and specific skills. They are showed in Table 3.

**Table 3.** Intended Learning Outcome

ILO	Description
<b>Attitude</b>	
1	Graduates are able to demonstrate a personality with character and integrity through a learning process that respects Indonesian diversity and virtues in the field of English Education
2	Graduates are able to internalize independence, perseverance, entrepreneurship and responsibility in the field of English Education
3	Graduates are able to internalize values, norms, academic ethics, and university culture represented in EMASSS vision
<b>Knowledge</b>	
1	Graduates are able to master oral and written communication at post-intermediate level fluently, accurately, effectively, and naturally.
2	Graduates are able to master linguistic concepts (knowledge of language).
3	Graduates are able to master intercultural understanding and English literature.
4	Graduates are able to master TPACK and curriculum development in English language learning.
5	Graduates are able to master instructional design consisting of objective, content, learning experiences, and assessment.
6	Graduates are able to master research principles related to English learning, linguistics, literature and disseminate the academic works by publishing them on the university website or reputable journals.
<b>General Skills</b>	
1	Graduates are able to demonstrate skills in using concepts, theories, and methods logically, critically, systematically, and innovatively through a learning process that emphasizes scientific academic ethics.
2	Graduates are able to demonstrate good, measurable, and independent performance.
3	Graduates are able to analyze the implication of technology and science development regarding to the academic ethics to produce the idea, solution, design or art criticism critics.
4	Graduates are able to construct scientific description in terms of thesis and publish it on the university website.
5	Graduates are able to make a decision to solve the problems in the field of English Education.
6	Graduates are able to develop networking with the advisors and peers at internal or external institutions.
<b>Specific Skills</b>	
1	Graduates are able to demonstrate oral and written communication fluently, accurately, and effectively at post-intermediate level.
2	Graduates are able to use the innovative concepts, theories, and methods through learning process based on TPACK regarding to students' understanding.
3	Graduates are able to apply the innovative concepts, theories, and methods through learning process in entrepreneur field.
4	Graduates are able to develop the entrepreneurship skill related to English



	language field.
5	Graduates are able to apply TPACK in planning, implementing and evaluating the learning based on the relevant curriculum policy.
6	Graduates are able to apply the English language concepts, theories, and method for specific purposes.
7	Graduates are able to undertake a research related to English language learning, linguistics, and literature.

## H. Learning Material

Table 4 depicts the branches/fields of knowledge (body of knowledge) based on the learning outcomes of graduates from the English Education Study Program. The learning materials include English language teaching (LM1), educational sciences (LM2), ICT (LM3), language skills (LM4), linguistics (LM5), literature (LM6), English for specific purposes (LM7), social and community studies (LM8), entrepreneurship (LM9), and research in language education (LM10).

Table 4. Intended Learning Outcome and Learning Material

Intended Learning Outcome		Learning Material
<b>Attitude</b>		
A1	Graduates are able to demonstrate a personality with character and integrity through a learning process that respects Indonesian diversity and virtues in the field of English Education.	Social and community studies (LM8)
A2	Graduates are able to internalize independence, perseverance, entrepreneurship and responsibility in the field of English Education.	Entrepreneurship (LM7) Social and community studies (LM8)
A3	Graduates are able to internalize values, norms, academic ethics, and university culture represented in EMASSS vision .	Social and community studies (LM8)
<b>Knowledge</b>		
K1	Graduates are able to master oral and written communication at post-intermediate level fluently, accurately, effectively, and naturally.	Language skills (LM4) Linguistics (LM5)
K2	Graduates are able to master linguistic concepts (knowledge of language).	Language skills (LM4) Linguistics (LM5)
K3	Graduates are able to master intercultural understanding and English literature.	Language skills (LM4) Linguistics (LM5) Literature (LM6)
K4	Graduates are able to master TPACK and curriculum development in English language learning.	English language teaching (LM1) Education science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6)
K5	Graduates are able to master instructional design consisting of objective, content, learning experiences, and assessment.	English language teaching (LM1) Education science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6)

K6	Graduates are able to master research principles related to English learning, linguistics, literature and disseminate the academic works by publishing them on the university website or reputable journals.	English language teaching (LM1) Education Science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7) Research in the field of language education (LM10).
<b>General Skills</b>		
GS1	Graduates are able to demonstrate skills in using concepts, theories, and methods logically, critically, systematically, and innovatively through a learning process that emphasizes scientific academic ethics.	English language teaching (LM1) Education science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7)
GS2	Graduates are able to demonstrate good, measurable, and independent performance.	Social and community studies (LM8)
GS3	Graduates are able to analyze the implication of technology and science development regarding to the academic ethics to produce the idea, solution, design or art criticism critics.	English language teaching (LM1) Education science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7)
GS4	Graduates are able to construct scientific description in terms of thesis and publish it on the university website.	English language teaching (LM1) Education science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7)
GS5	Graduates are able to make a decision to solve the problems in the field of English Education.	English language teaching (LM1) Education science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7)
GS6	Graduates are able to develop networking with the advisors and peers at internal or external institutions.	Social and community studies (LM8)
<b>Special skill</b>		
SS1	Graduates are able to demonstrate oral and written communication fluently, accurately, and effectively at post-intermediate level.	English language teaching (LM1) Language skills (LM4) Linguistics (LM5) English for specific purposes (LM7)
SS2	Graduates are able to use the innovative concepts, theories, and methods through learning process based on TPACK regarding to students' understanding.	Education science (LM2) English language teaching (LM1) ICT (LM3)

		Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7)
SS3	Graduates are able to apply the innovative concepts, theories, and methods through learning process in entrepreneur field.	English Language Teaching (LM1) Education science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7) Entrepreneurship (LM9)
SS4	Graduates are able to develop the entrepreneurship skill related to English language field.	English Language Teaching (LM1) Education science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7) entrepreneurship (LM9)
SS5	Graduates are able to apply TPACK in planning, implementing and evaluating the learning based on the relevant curriculum policy.	English Language Teaching (LM1) Education science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7)
SS6	Graduates are able to apply the English language concepts, theories, and method for specific purposes.	English Language Teaching (LM1) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7)
SS7	Graduates are able to undertake a research related to English language learning, linguistics, and literature.	English Language Teaching (LM1) Education science (LM2) ICT (LM3) Language skills (LM4) Linguistics (LM5) Literature (LM6) English for specific purposes (LM7)

**Table 5.** The Formulation of Courses and the Credit Weight

NO	Courses	ILO				Learning Material	Estimated time (hours)	Credit
		A	K	GS	SS			
<b>Semester-1</b>								
1	Civic Education	A1 A2 A3			SS1	Social and community studies	135	3
2	Indonesian Language	A1 A2 A3			SS1	Social and community studies	135	3
3	Speaking for Survival Function	A2 A3	K1	GS1	SS1	Language skill	135	3
4	English 1	A2 A3	K1	GS1	SS2	Language skill	135	3
5	Intensive Listening	A2 A3	K1	GS1	SS1	Language skill	135	3
6	Paragraph Writing	A2 A3	K1	GS1	SS1	Language skill	135	3
7	Introduction to English Grammar	A2 A3	K1	GS1	SS1	Language skill	135	3
<b>Semester-2</b>								
1	Pancasila Education	A1 A2 A3			SS1	Social and community studies	135	3
2	Religion Education	A1 A2 A3			SS1	Social and community studies	135	3
3	Extensive Listening	A2 A3	K1	GS1	SS1	Language skill	135	3
4	Essay Writing	A2 A3	K1	GS1	SS1	Language skill	135	3
5	Intensive reading	A2 A3	K1	GS1	SS1	Language skill	135	3
6	Grammar in Spoken Discourse	A2 A3	K1	GS1	SS1	Language skill	135	3
7	Public speaking	A2 A3	K1	GS1	SS1	Language skill	135	3
<b>Semester-3</b>								
1	Entrepreneurship 1	A1	K1	GS4	SS6	Entrepreneurship	135	3
2	Introduction to Education Science	A3	K5	GS4	SS5	Education science	135	3
3	Grammar in Written Discourse	A2 A3	K1	GS1	SS1	Language skill	135	3

4	Academic Listening	A2 A3	K1	GS1	SS1	Language skill	135	3
5	Academic Speaking	A2 A3	K1	GS1	SS1	Language skill	135	3
6	Extensive Reading	A2 A3	K1	GS1	SS1	Language skill	135	3
7	Academic Writing	A2 A3	K1	GS1	SS1	Language skill	135	3
Semester-4								
1	Learning Theory	A3	K5	GS5	SS1	Educational science	135	3
2	Academic Reading	A2 A3	K1	GS1	SS1	Language skill	135	3
3	Introduction to Linguistics	A3	K2	GS1	SS1	Language and linguistic skills	135	3
4	Introduction to Literature	A1	K3	GS1	SS1	Language and literature skills	135	3
5	Methodology of Teaching English as a Foreign Language (TEFL).	A3	K1 K4	GS2, GS5	SS1	Language skills, teaching English and ICT.	135	3
6	Elective 1							
	Business Correspondence	A3	K5	GS3, GS6	SS5	Language skills and entrepreneurship	135	3
	Prose in Language Education	A1 A3	K3	GS1	SS1	English language teaching, and literature	135	3
	General Translation	A3	K3	GS1	SS1	Language and linguistic skills	135	3
7	Developmental psychology	A3	K5	GS4	SS5	Educational science	135	3
Semester-5								
1	Educational Profession	A3	K5	GS5	SS1	Educational science	135	3
2	Language Curriculum and Syllabus	A3	K4	GS2, GS5	SS1	Language skills, English language teaching, literature, linguistics and ICT.	135	3
3	Language Materials and Development	A3	K1 K4	GS2, GS5	SS1	Language skills, English language teaching, literature, linguistics and ICT.	135	3
4	Cross and Multicultural Communication	A3	K3	GS1	SS1	Language and linguistic skills	135	3

5	English Phonetics and Phonology	A3	K2	GS1	SS1	Language and linguistic skills	135	3
6	Elective 2							
	Business Presentation	A3	K5	GS3, GS6	SS5	Language skills and entrepreneurship	135	3
	Poetry in Language Education	A1 A3	K3	GS1	SS1	English language teaching and literature	135	3
	Educational Translation	A3	K3	GS1	SS1	English language teaching and linguistics	135	3
<b>Semester-6</b>								
1	Study community engagement	A1 A2 A3			SS1	Social and community studies	135	3
2	English 2	A2 A3	K1	GS1	SS2	Language skill	135	3
3	Research Methods in Language Education	A1 A3	K6	GS7	SS4	Research in the field of language education	135	3
4	English Morphology and Syntax	A3	K2	GS1	SS1	Language and linguistic skills	135	3
5	Basic Statistics	A3	K6	GS7	SS4	Research in the field of language education	135	
6	Language Assessment and Evaluation	A3	K1 K4	GS2, GS5	SS1	Language skills, English language teaching, literature, linguistics and ICT.	135	3
7	Microteaching	A3	K1 K4	GS2, GS5	SS1	Language skills, English language teaching, literature, linguistics and ICT.	135	3
<b>Semester-7</b>								
1	English 3	A2 A3	K1	GS1	SS2	Language skill	135	3
2	Teaching Practice	A3	K1 K2	GS5	SS1	English language teaching, language skills, linguistics, literature and ICT.	135	4
3	Development of English Programs for Specific Purposes	A3	K4	GS6	SS1	English language teaching, language skills, linguistics, literacy, ICT and entrepreneurship	135	3
4	English Teaching Management	A3	K5	GS4	SS5	Language skills, English language	135	3

						teaching,, literature, linguistics, ICT and entrepreneurship.		
5	Information and Communication Technology (ICT) in Language Education	A3	K4	GS2	SS1	Language skills, teaching English and ICT	135	3
6	Elective 3							
	Project Based Business	A3	K5	GS3, GS6	SS5	Language skills and entrepreneurship	135	3
	English-Speaking Society Studies	A3	K3	GS2	SS1	Language skills, linguistics and social and community studies	135	3
	Interpret	A3	K3	GS1	SS1	Language and linguistic skills	135	3
7	Thesis*	A1	K6	GS7	SS4		270	6
Semester-8								
1	Thesis*	A1	K6	GS7	SS4		270	6

## I. Curriculum Structure

Table 6 shows the classification of courses of English Language Education Study Program. The classification is divided into courses at university level, faculty level, and study program level. The university level provides character building courses, English and entrepreneur courses (20 credits). The courses at faculty level concern on educational foundation courses (15 credits). Study program offers English language skill courses including linguistics, literature, and culture (60 credits), English language teaching courses (30 credits), research courses (3 credits), study community engagement course (3 credits), elective courses (9 credits), and teaching practice (4 credits).

**Table 6.** Classification of Courses

Classification	Credits
A. Courses at university level	20
B. Courses at faculty level	
• Educational foundation courses	15
C. Courses at study program level	
• English language skills courses	60
• English language teaching courses	30
• Research courses	3
• Study community engagement course	3
• Elective courses	9
• Teaching practice	4
Total	144

The courses at university, faculty, and study program level are distributed in each semester. The distribution of courses in each semester is mapped in **Figure 1**. The students must complete those courses in eight semesters.

Paragraph Writing (3 credits)	Essay Writing (3 credits)	Academic Writing (3 credits)	Business Correspondence (3 credits)		Microteaching (3 credits)		
Speaking for Survival Function (3 credits)	Public Speaking (3 credits)	Extensive Reading (3 credits)	Teaching English as a Foreign Language (TEFL) Methodology (3 credits)	Business Presentation (3 credits)	Research Methods in Language Education (3 credits)	Teaching Practice (4 credits)	
Intensive Listening (3 credits)	Extensive Listening (3 credits)	Academic Speaking (3 credits)	Introduction to Literature (3 credits)	Cross and Multicultural Communication (3 credits)	Language Assessment and Evaluation (3 credits)	Business-Project Based (3 credits)	
Introduction to English Grammar (3 credits)	Grammar in Spoken Discourse (3 credits)	Academic Listening (3 credits)	Introduction to Linguistics (3 credits)	Language Materials and Development (3 credits)	English Morphology and Syntax (3 credits)	English for Specific Purposes Program Development (3 credits)	
English 1 (3 credits)	Intensive Reading (3 credits)	Grammar in Written Discourse (3 credits)	Academic Reading (3 credits)	Language Curriculum and Syllabus (3 credits)	Basic statistics (3 credits)	Information Communication and Technology (ICT) in Language Education (3 credits)	
Indonesian Language (2 credits)	Religion Education (2 credits)	Introduction to Education Science (3 credits)	Developmental psychology (3 credits)	English Phonetics and Phonology (3 credits)	English 2 (3 credits)	English Language Teaching Management (3 credits)	
Civic Education (2 credits)	Pancasila Education (2 credits)	Entrepreneurship 1 (3 credits)	Learning Theories (3 credits)	Educational Profession (3 credits)	Study community engagement (3 credits)	English 3 (3 credits)	Thesis (3 credits)
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>	<b>Semester 5</b>	<b>Semester 6</b>	<b>Semester 7</b>	<b>Semester 8</b>
19 credits	19 credits	21 credits	21 credits	18 credits	21 credits	19 credits	6 credits
First year		Second year		Third year		Fourth year	
Courses at Study Program	Courses at Study Program	Courses at Study Program	Courses at Study Program	Courses at Faculty Level		Courses at University Level	
English language skill	English language teaching	Research	Elective				

**Figure 1.** Courses Distribution of English Language Education Study Program



**J. Implementation of Learning Outside the Study Program (*MBKM*)**

*MBKM* provides the opportunity to the students to study outside their study program at the same university for one semester or equivalent to 20 credits and study at the same study program at different university or outside university for a maximum of two semesters or equivalent to 40 credits. *MBKM* programs consist of student exchange, internship, teaching assistant in the education institution, independent studies, Indonesian International Students Mobility Award (IISMA), building a village (thematic community service program), volunteer in humanitarian program, research, and entrepreneur programs.

The implementation model of the *MBKM* English Language Education Study Program at Esa Unggul University is as follows:

Table 7. *MBKM* Implementation Model

Undergraduate Student Learning Activities							
Smt-1	Smt-2	Smt-3	Smt-4	Smt-5	Smt-6	Smt-7	Smt-8
20 credits	18 credits	21 credits	21 credits	21 credits	21 credits	16 credits	6 credits
Courses at studi program at Esa Unggul University	Courses at studi program at Esa Unggul University	Courses at studi program at Esa Unggul University	Courses at studi program at Esa Unggul University	Courses at studi program at Esa Unggul University  Courses outside ELE Study Program at Esa Unggul University or outside Esa Unggul University	Courses at studi program at Esa Unggul University  Courses outside ELE Study Program at Esa Unggul University or outside Esa Unggul University	Courses at studi program at Esa Unggul University  Teaching practice	Courses at studi program at Esa Unggul University

## **K. Management and Mechanism of Curriculum Implementation**

### **Curriculum Determination**

The curriculum of the English Education Study Program is designed based on the vision, mission, and objectives of the university and faculty, involving all lecturers of the English Education Study Program, experts, graduate users, alumni, and associations of similar study programs (Indonesian English Education Study Program Association). The curriculum includes the graduate profile, learning outcomes, study materials, courses and their credit weights, and the curriculum structure, following the government's policy of implementing *MBKM* (Merdeka Belajar-Kampus Merdeka, or Independent Learning-Campus Independence).

### **Curriculum Implementation**

The curriculum is implemented in the learning process both at English Language Education Study Program at Universitas Esa Unggul and outside the study program within the same university or outside the university. The learning process follows the Intended Learning Outcome (ILO), Course Learning Outcome (CLO) and Sub-Course Learning Outcome (Sub-CLO).

### **Curriculum Evaluation**

The evaluation of curriculum can be conducted through several stages. The first stage is conducted at the end of each semester, which involves reviewing the *RPS* to assess the achievement of Intended Learning Outcome (ILO), Course Learning Outcome (CLO) and Sub-Course Learning Outcome (Sub-CLO), teaching methods, assessment methods, and supporting instructional materials. The second stage is the annual evaluation (first year, second year, third year, and fourth year). Each year, the evaluation assesses whether Intended Learning Outcome (ILO), Course Learning Outcome (CLO) and Sub-Course Learning Outcome (Sub-CLO), teaching methods, assessment methods, and supporting instructional materials align with the attainment of graduate profiles or not. The curriculum evaluation activities involve lecturers of the English Education Study Program, experts, graduate users, and associations of similar study programs.

### **Curriculum Monitoring or Controlling**

Controlling curriculum is conducted before mid-term and final exams by evaluating whether the learning process runs well or not. It is undertaken by the Quality Assurance Unit (at the Study Program level) and the Faculty's Quality Control at Esa Unggul

## **L. Semester Learning Planning (RPS)**

The semester learning planning (*RPS*) of all courses are attached in different file.

