A STUDY OF ALUMNI FEEDBACK ON PEDAGOGICAL CURRICULUM EVALUATION

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ABSTRACT
This study was aimed at investigating the need of alumni on the pedagogical knowledge and skills in their job as teachers and how sufficient the pedagogical courses offered at ELEP are in meeting the need of the alumni to do their job as teachers. To reach the objective of the study, survey method with cross-sectional design was employed. A set of questionnaire adapted from Tanriverdi & Apak (2013) study pertinent to pedagogical courses was distributed to alumni who are working as teachers. Responses from the questionnaires were analyzed to reveal the need of the alumni on the pedagogical knowledge and skill. Results of the analysis were further used to as a consideration to carefully select informants for an interview. From all the data collected and analyses conducted, it can be concluded that most pedagogical courses offered in ELEP are needed. However, few are in need refining that more practical knowledge is more accommodated so that the students can get clearer picture of the implementation in real teaching process. As for the sufficiency, the materials given in the pedagogical courses are relatively sufficient in equipping alumni doing their job as teachers.

KEYWORDS
Alumni feedback, pedagogical competence, curriculum evaluation

INTRODUCTION
Faculty of Cultural Studies (FIB) is one of the new faculties in Universitas Brawijaya (UB), Indonesia. According to the decree of Rector number 0279A/SK/ 2009, FIB has three departments; (1) Department of Language which covers Study Program of English Literature, Study Program of Japan Literature, Study Program of France Language and Literature, Study Program of Chinese Literature, and Postgraduate Program of Linguistics Science; (2) Department of Language Education covers English Language Education Program, Study Program of Japanese Language Education, and Study Program of Indonesia Language and Literature Education; (3) Department of Art and Culture covers Study Program of Anthropology, and Study Program of Fine Art. From those programs, six of them have been born recently; and one of them is English Language Education Program (ELEP).

According to the Decree of The Directorate General of Higher Education (DGHE) Decree No. 595/E/O/2014, ELEP is has carried out the learning process. Just like a newborn child who still works laboriously to walk or even speak, this program is also still working that way to conduct particularly teaching and learning activities. This program aims at producing English teachers who mastering the concept, theory, and the application of teaching pedagogic. Regarding the Decree of National Education Ministry no. 16 year 2007, a teacher must be equipped with four competences covering (1) pedagogical competence, (2) personal competence, (3) social competence, and (4) professional competence. Therefore, those must be covered in the
objectives of ELEP to answer the qualification proposed by the government and to accommodate the needs of society in education field or teaching English as a foreign language.

Regarding the need of society in the millennial era, education institutions demand high standard qualifications for the English teachers. To fulfill this, curriculum for the undergraduate students in ELEP designed to provide solid pedagogical knowledge and practical knowledge for individuals preparing to teach and apply the knowledge in the workplace. In line with this situation, it is stated by Deros et al (2011) that world class manufacturing companies' needs cross-functional and multi tasking engineers and managers, equipped with a solid technical background, a firm grasp on business matters, and ready to lead diverse teams for accomplishing high quality product and process efficiency. To achieve this, curriculum for the Master of Engineering in Manufacturing System Engineering program designed to provide solid fundamental theoretical and practical knowledge for individuals seeking to manage manufacturing operations and management in internationally competitive environments. While Khatimin et al (2011) the quality evaluation done to ensure that the program has already fulfilled the quality assured which cover the nine evaluation areas for quality assurance namely, vision, mission, educational goals and learning outcomes; curriculum design and delivery; assessment of students; students selection and support services; academic staff; educational resources; programme monitoring and review; leadership, governance and administration and continuous quality improvement. Therefore, as education institution, ELEP continuously conduct the evaluation of the curriculum to accommodate the society's need and the standard of teachers based on the Decree of National Education Ministry no. 16 year 2007.

The program must control the quality assurance of the curriculum. To sustain the quality of curriculum, it needs to conduct curriculum evaluation. Basically, a major concept of curriculum evaluation occurs after the courses have been taught four times (Kumm, 2017). In another word, the curriculum needs to be revised after five years applied. In addition, every five-year study program must prepare national accreditation evaluation conducted by the higher Education Ministry using national accreditation standards. In curriculum evaluation can occur as the whole parts of the curriculum, but in this study it focuses on the contents of curriculum which is one of them is pedagogical content that a prominent component in teaching and learning.

In this evaluation process, it takes into account stakeholders which refer to the alumni of ELEP who are the key participants of pedagogical curriculum evaluation. In this case, the alumni are as the providing evidence of their outputs in pedagogical competence and the relevance of what they have learned to their needs (Richards, 2001). Hence, this study attempts to evaluate the pedagogical curriculum offered by ELEP from alumni feedback in their job as a teacher.

**LITERATURE REVIEW**

**Curriculum Evaluation and Alumni Feedback**

As a program study which produces English teachers, English Language Education Program designed a curriculum that equips students with pedagogical competence for teaching English. Since curriculum is a dynamic object that is developed based on the needs of society and the individual university (Valiga, 2017), it must be evaluated periodically to keep it up to date. Van de Mortel and Bird (2010) argue that to prevent drift and maintain quality, continuous review on curriculum is obligatory. For curricula to be relevant to the needs of society, faculty must be
committed to continuous quality improvement, which involves curriculum evaluation, curriculum revision, and reevaluation after implementation of changes (Billings & Halsted, 2016; Valiga, 2017).

Evaluation of curriculum can occur as an evaluation of the whole or of segments of the curriculum. “It includes course sequence, logical flow of experiences, alignment of concepts, the contribution of each course to the program outcomes, use of evidence-based teaching methods, and student engagement” (Valiga, 2017 cited from Kumm 2017). There are a variety of methods of curriculum review and evaluation which involves both formative and summative evaluation. Formative evaluation assesses the program for the period of development and implementation to find where changes are required and to ensure quality. While summative evaluation controls if the program outcomes were met (Kumm and Laverentz, 2017). This study focuses on the summative evaluation which aims at finding out about how well English Language Education Program equips the students with pedagogical competence.

In order to keep the curriculum up to date, there should be done evaluation periodically. The evaluation usually done in every five years with some procedures within the years. In 5 year process revisiting curriculum, there are some stages proposed by Kumm and Laverentz (2017).

1. Implementation of the New Curriculum
   A new curriculum is introduced to all faculty members and applied to the process of teaching and learning in classroom basis. New curriculum means major curriculum revision that many modification are executed.

2. Course Evaluation
   During implementation, faculty applies the new curriculum in the courses and gives students an chance to assess the courses. All students are allowed to address what was working well and what could be improved.

3. Concept Evaluation
   A certain concept is applied and all faculty agreed to implement it and not to change the concepts, definitions, and attributes until the first cohort had completed all courses. Minor reduction can be occured at the end of 2 years curriculum implementation while major concept revision can be done after the courses have been delivered four times.

4. National Licensing Examination
   The curriculum is assessed by national licensing examination as quality control.

5. Alumni and Employer Surveys
   Obtaining survey results from graduates and their employers has been an ongoing issue. It is impossible to draw conclusions due to the low return rate. Anecdotal comments from employers revealed that students and graduates function in a more professional manner. Healthcare partners also report that students and graduates can discuss quality improvement and leadership issues. Research Projects to Evaluate Curriculum Initiation of the new curriculum provided opportunities for research projects. The 5 year process curriculum evaluation is presented in Figure 1.
In this research, curriculum evaluation is done in the stage of alumni survey to obtain feedback towards the pedagogical courses in term of to what extend the alumni need them in their job as teachers and how sufficient the pedagogical courses are offered at ELEP for the alumni to do their job as a teacher. Younis (2002) argued that the input of alumni is vital to the development and improvement of the program. More precisely, it is very useful in constructing programs in curriculum. In this research, alumni were asked about the benefits of pedagogical courses for their job as teachers to evaluate the materials given in pedagogical courses. This as consideration for lecturers of English Language Education Program review, revise, and develop pedagogical courses for improvement.

**Pedagogical Competence**

English Language Education Program which produces English teachers needs to prepare its students with teacher competence standard. It is described in Peraturan Menteri pendidikan nasional Republik Indonesia Nomor 16 tahun 2007 about academic qualification and teacher competence standard. This teacher competence standard is developed from four main competences, they are pedagogical competence, social competence, professional competence, and personality competence. Those four competences is integrated in teacher’s performance. From those four competences, this study will uncover how well English Language Education Program prepare the students with pedagogical competence. In other words, this study takes pedagogical competence as its focus to be examined.

**RESEARCH METHOD**
This study employs a mixed methods research design with an assumption that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. A mixed methods as suggested by Creswell & Plano Clark (2011) is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. This makes this type of design an advanced methods procedures. In mixed method research, quantitative data, such as scores on instruments, yield specific numbers that can be statistically analyzed, can produce results to assess the frequency and magnitude of trends, and can provide useful information. However, qualitative data, such as open-ended interviews that provide actual words of people in the study, offer many different perspectives on the study topic and provide a complex picture of the situation. When one combines quantitative and qualitative data, “we have a very powerful mix” (Miles & Huberman, 1994: 42). For example, by assessing both outcomes of a study (i.e., quantitative) as well as the process (i.e., qualitative), we can develop “a complex” picture of social phenomenon (Greene & Caracelli, 1997:7).

As this study aims at describing ELEP alumni current opinion about how well pedagogical content on ELEP curriculum helps them as a teacher, a mixed methods research design using cross-sectional survey to collect quantitative data followed by an in-depth interview to collect qualitative data is conducted. The rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture. This nature of a mixed method is categorized into Explanatory Sequential – Mixed Method Design (Creswell, 2012). This type of mixed-method design is chosen to get answers of research questions in this study as well as to get a better understanding of the answers.

Research Procedure
Following the steps in Explanatory Sequential Type of Mixed-Method Design (Creswell, 2012) as shown in Figure 1 above, the first stage is Quantitative Data Collection and Analysis. In this study, the Quantitative Data Collection and Analysis stage is done using cross-sectional survey with its six basic steps (Ary et al., 2010). The six steps are planning, defining population, sampling, constructing instrument, conducting the survey and processing the data as what is shown in Figure 3 below.
In the planning step, the researcher begins with research question(s) that the researcher believes can be answered most appropriately by means of the survey method (Ary et al., 2010). In this research, the research questions are (1) To what extent do the alumni need the pedagogical courses offered at ELEP in their job as a teacher?, and (2) How sufficient are the pedagogical courses offered at ELEP for the alumni to do their job as a teacher? In order to get the answer of the research questions, survey research needs to be employed. Further, in carrying out a survey researcher needs to determine whether (s)he wants to collect data about attitudes, opinion, or beliefs of the population at one point in time using cross-sectional design or to study individuals overtime using longitudinal design (Ary et al., 2010; Creswell, 2012). Cross-sectional survey design is appropriate to be employed in this research because this research aim is to describe the current opinion of ELEP alumni about how well pedagogical content on ELEP curriculum helps them as teachers.

The second step is defining the population. One of the most important questions a survey researcher must confront is: What is the population covered by the survey? (Nunan, 1992). The term population is used to refer to the entire group of individuals to whom the findings of a study apply (Ary et al., 2010). It is a group of individuals possesses one characteristic that distinguishes them from other group (Creswell, 2012). In this study, the population refers to ELEP alumni who are working as teachers.

Then, sampling step is conducted to follow up the population definition. Sampling is done when it is difficult or even impossible for researchers to collect data from the entire population (Nunan, 1992). The sample, a smaller portion of the population (Ary, et.al, 2010), refers to individuals who are studied by the researchers that are obtained from target population (individuals in a population that a researcher can actually get data from) (Creswell, 2012). Since a study on the entire population does not seem feasible to be conducted in this study because it is almost impossible to trace back, identify, and contact all ELEP alumni who are working as teachers, sampling is conducted. Therefore, the sample in this study are ELEP alumni working as teachers who are still able to be contacted.

The fourth step in conducting survey research is constructing instrument. Survey researchers typically collect data using two basic forms: questionnaires and interviews. A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant supplies basic personal or demographic information and chooses answers to questions provided. An interview survey, however, is a form on which the researcher records answers supplied by the participant in the study. The researcher asks a question from an interview guide, listens for answers or observes behavior, and records responses on the survey.
In this study both instruments, questionnaire and interview guide, will be used to collect data about how well pedagogical content on ELEP curriculum helps them as teachers.

The questionnaire in this research (Appendix 1) consists of two parts. The first part of the questionnaire consists of three items designed to get information about respondents’ name, period of teaching experience, and institution in which the respondents are teaching. In the second part, two major questions pertinent to thirteen pedagogical courses offered at ELEP as a result of an adaptation of Tanriverdi & Apak (2013) study are presented followed by preset responses for the participants using Likert’s scale. Thus, all individuals will answer the question using the responses provided, and this enables the researcher to conveniently examine the response as well as code the responses or assign a numeric value and statistically analyze the data (Creswell, 2012). The advantage of this type item is that points can be assigned to the various responses, and thus measures of central tendency, variability and the like can be calculated (Ary et al., 2010).

The first question in the questionnaire in this research is used to answer the first research question: To what extent do the alumni need the pedagogical courses offered at ELEP in their job as a teacher? Therefore, five Likert scale choices as ‘really not needed’, ‘not needed’, ‘fairly needed’, ‘needed’, ‘really needed’ are provided. In this scale, ‘really not needed’ get 1 score, ‘not needed’ get 2 score, ‘don’t know’ get 3 score, ‘needed’ get 4 score, and ‘really needed’ get 5 score.

The second question is how sufficient are the pedagogical courses offered at ELEP for the alumni to do their job as a teacher? This question is applied to all pedagogical courses offered at ELEP and is followed by preset responses as ‘completely sufficient’ (5 score), ‘quite sufficient’ (4 score), ‘sufficient’ (3 score), ‘little sufficient’ (2 score), and ‘insufficient’ (1 score) (appendix 1). This scoring system results highest mark of 65 and the lowest is 13. In the light of this information, participants’ score between 65-40 means that the pedagogical courses are needed and really sufficient, 39-27 means fairly needed and fairly sufficient, and 26-13 means not needed and not sufficient to equip respondents in doing their job as teachers.

The second stage of Explanatory Sequential Type of Mixed-Method Design (Creswell, 2012) is Qualitative Data Collection and Analysis as a follow up of the previous stage. In this study, the Qualitative Data Collection and Analysis is conducted through in-depth interview using interview guide (appendix 3) that is developed based on adaptation of the previous studies as stated in the blueprint of the interview guide (Appendix 2).

The interview is conducted to several respondents chosen using purposive sampling with the purpose of getting each of the three categories resulted from the questionnaire represented. In this interview the researcher develops a survey instrument, convenes a small group of people who can answer the questions, and records their comments on the instruments (Creswell, 2012). Therefore, interview guide is developed as the survey instrument in this research with which several respondents will be interviewed and their answers are recorded. The questions in the interview guide are developed based on Havas, et.al. (2011) and Yui (2017) research instruments that are further adapted to suit the context of this present research (appendix 2).
The fifth step of survey research is conducting the survey. Once the research instrument is prepared, it must be field tested to determine if it provides the desired data (Ary, et.al., 2010). In order to do so, the two research instruments in this research – questionnaire and interview guide – will be employed to a number of ELEP students who have already been teachers. Necessary revision is then done to the instrument based on the try-out feedback. Once the instruments are ready, they are used to get data from all respondents either directly or via Google form.

The last step is processing the data. This step includes coding the data, statistical analysis, interpreting the results, and reporting the findings (Ary, et.al., 2010). The data processing in this research will be started by coding the answered questionnaire and the interview result, analyze the reliability of the questionnaire result statistically using Cronbach’s Alpha value, counting the score to get the overall and item-based calculation result. The item-based calculation is aimed to examine the pedagogical courses that is needed or not needed by the respondents in doing their job as teachers by analyzing the items in the questionnaire scale in detail. Therefore, according to the responses of the respondents, the percentages of each pedagogical course are calculated and the pedagogical courses are reordered from top to down. Then, all of the data obtained from the questionnaire and data from the interview are interpreted to results on a conclusion as the findings of the research. The last, the findings are then reported descriptively.

Data Analysis
This step includes coding the data, statistical analysis, interpreting the results, and reporting the findings (Ary et al., 2010). The data processing in this research will be started by coding the answered questionnaire and the interview result, analyze the reliability of the questionnaire result statistically using Cronbach’s Alpha value, counting the score to get the overall and item-based calculation result. The item-based calculation is aimed to examine the pedagogical courses that is needed or not needed by the respondents in doing their job as teachers by analysing the items in the questionnaire scale in detail. Therefore, according to the responses of the respondents, the percentages of each pedagogical course are calculated and the pedagogical courses are reordered from top to down. Then, all of the data obtained from the questionnaire and data from the interview are interpreted to results on a conclusion as the findings of the research. The last, the findings are then reported descriptively.

RESEARCH RESULT AND DISCUSSION

Results of the Study
The questionnaire surveying about to what extent the alumni need the pedagogical courses offered at ELEP in their job as a teacher and how sufficient the pedagogical courses are offered at ELEP for the alumni to do their job as a teacher were distributed to alumni, there were 40 respondents who gave feedback to the questionnaire. The questionnaire was distributed to ELEP alumni who work as teacher in the present time; it was in the form of google form due to its practical. The responses obtained from the respondents were recorded and calculated to get quantitative data and then it was analyzed to get the result information. As the set of questionnaires results were analyzed, some participants were carefully selected to be interviewed for further information underlying their response toward the set of questionnaires given to them previously. One participant representing majority response was chosen randomly while three other participants were appointed as they have the most different response from the
majority ones. Then, semi structured interview which results were transcribed and analyzed further was conducted.

The first question asking about respondents’ view about the need of the pedagogical course to equip alumni in their job as teachers. There were 13 pedagogical courses listed in the questionnaire, *Pengantar Pendidikan*, *Psikologi Pendidikan*, Teaching English for Young Learners, Curriculum of English Instruction, Instructional/Teaching Media, Language Assessment, Classroom Management, Language Teaching Methodology, English for Young Learners, Micro Teaching, Instructional Material Development, *Etika Profesi Pendidik*, and *Program Pengalaman Lapangan*. The questionnaire using 5 likert scale which were really not needed, not needed, fairly needed, needed, and really needed.

Table 1. table of recapitulation on what extent do the alumni need the pedagogical courses offered at ELEP in their job as a teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Course Name</th>
<th>RNN*</th>
<th>NN</th>
<th>FN</th>
<th>N</th>
<th>RN</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<td>21</td>
<td>13</td>
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<td>32</td>
</tr>
<tr>
<td>3</td>
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<td>6</td>
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<tr>
<td>4</td>
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<td>9</td>
<td>26</td>
</tr>
<tr>
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<td>27</td>
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<td>6</td>
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<td>7</td>
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<td>1</td>
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<td>31</td>
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<td>2</td>
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<td>2</td>
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<td>22</td>
</tr>
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<td>5</td>
<td>12</td>
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<td>13</td>
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<td>1</td>
<td>9</td>
<td>30</td>
</tr>
</tbody>
</table>

*RNN: Really Not Needed; NN: Not Needed; FN: Fairly Needed; N: Needed; RN: Really Needed*

Most respondents chose really needed and needed for all 13 pedagogical courses. Some of respondents selected fairly needed as their respond toward the need of certain pedagogical course. Then, very few respondents picked not needed as their answer. The last, none of the respondents thought that the pedagogical courses are really not needed. Table 1 above presents the recapitulation of respondents’ answer on the first question.

From the interview it is found out that pedagogical courses offered at ELEP are all needed by the alumni whose job is an English teacher. The pedagogical courses comprise *Pengantar Pendidikan* (Introduction to Education), *Psikologi Pendidikan/Pembelajaran* (Psychology of Education/Learning), *Program Pengalaman Lapangan* (Pre-service Teacher Internship Program), *Etika profesi* (Ethique), Teaching English as a Foreign Language, Curriculum of English Instruction, Instructional/Teaching Media, Language Assessment, Classroom Management, Language Teaching Methodology, English for Young Learners, Micro Teaching, and Instructional Material Development. These courses are considered to be good and simple,
thus it facilitates students to understand the material. Some of the pedagogical courses such as Instructional Material Development, Curriculum of English Instruction, Classroom Management and Language Teaching Methodology, in one hand, really helped the participants in preparing teaching material, planning teaching-learning activities, and manage the class. In the other hand, a participant argued that some of the pedagogical courses, such as Pengantar Pendidikan and Etika Profesi still remain as theoretical knowledge as they did not explore empirical phenomena related to the theory.

The extend of which the participants need the pedagogical course are based on specific job description of each alumni as an English teacher. A participant argued that among those courses, 60%-70% are needed in teaching junior and senior high school students, while some other believed that all of them are needed in their job as a teacher in language school whose students' English proficiency varies. For a participant who has experience in teaching English for young learner, 40% of the pedagogical courses are needed as some courses such as Language Assessment and Teaching English as a Foreign Language are not applicable in Elementary school context.

The second question in the questionnaire asking about how sufficient the pedagogical courses offered at ELEP equip the alumni to do their job as teachers. The response from respondents were quite varied fo this question. Nonetheless, the data showed that most respondents selected sufficient, quite sufficient, and completely sufficient as their answer. Very few of them chose less sufficient and rarely of them picked insufficient for some pedagogical course. The pedagogical courses that were chosen as insufficient were Psikologi Pendidikan, Language Assessment, Instructional Material Development, Etika Profesi Pendidik, and Program Pengalaman Lapangan. Table 2 informs the recapitulation of respondents’ answer on the second question.

Table 2. table on recapitulation on how sufficient are the pedagogical courses offered at ELEP for the alumni to do their job as a teacher?

<table>
<thead>
<tr>
<th>No</th>
<th>Course Name</th>
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<th>S</th>
<th>QS</th>
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<tr>
<td>4</td>
<td>Curriculum of English Instruction</td>
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<td>5</td>
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<td>7</td>
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<td>10</td>
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</tbody>
</table>

*I: Insufficient; LS: Less Sufficient; S: Sufficient; QS: Quite Sufficient; CS: Completely Sufficient
Though all the pedagogical courses are needed, they do not share the same degree of sufficiency in equipping the alumni with knowledge and skills needed to do their job as an English teacher. All of the participants being interviewed stated that Instructional Material Development, Language Teaching Methodology, Teaching Media, Psychology of Education/Learning, Teaching English as a Foreign Language, English for Young Learners, and Micro Teaching are pedagogical courses that successfully equipped them well with knowledge and skill that are really helpful in doing their job as an English teacher. Psychology of Education/Learning, for example, equips the alumni with knowledge of how to deal with millennial students to develop their sense of responsibility and awareness. Micro Teaching, as another example, gets some feedback that it should be an individual (not a pair) in doing task as teacher, and that it needs to involve more than peer playing role as students. Among the pedagogical courses that are needed, yet in need of some improvement are recommended.

All in all, from the results, it is concluded that most of pedagogical courses offered in ELEP is needed but few of them such as *Pengantar Pendidikan* and *Etika Profesi* need to be taught in more practical knowledge so that the students can get clear picture of their implementation in real teaching process. For the sufficiency of the materials given pedagogical courses, most of them are sufficient in equipping alumni as teachers. Nevertheless, improvement on the teaching technique and scenario in class is highly required since the theoretical knowledge is quite boredom to be given in the classroom, they argue that it is something that they can earn by themselves by reading books and articles. The most valuable thing expected from learning pedagogical courses at college is the exposure of how the theory implemented in the real class or in other words students demands more practical knowledge. Therefore, revisiting the teaching technique and scenario for pedagogical courses in ELEP is vital for curriculum improvement.

**Discussion**

Based on the results of questionnaire and interview, most of the respondents agreed that most of pedagogical contents equipped them knowledge and skill as English teachers. A few alumni considered to response differently since the needs of the students are different. The pedagogical content is the compulsory course which must be taken by ELEP students to accomplish pedagogical knowledge. A teacher must be equipped by knowledge and skill and one of the knowledge is pedagogical knowledge (Richards, 2001). Richards states core competence of teacher knowledge consists of (1) practical knowledge, (2) content knowledge, (3) contextual knowledge, (4) pedagogical knowledge, (5) personal knowledge, and (6) reflective knowledge. Pedagogical knowledge itself can be defined as an ability to plan and construct teaching content by taking into account the learning objectives. This ability must be gained by teachers as it is stated on the Decree of National Education Ministry no. 16 year 2007 as the standard of teachers.

This study is firstly conducted to evaluate ELEP’s curriculum especially on pedagogical content. As the purposes of this study, the results answer the issues to investigate the need of alumni on the pedagogical courses offered at ELEP in their job as a teacher and how sufficient of the pedagogical courses offered at ELEP for the alumni to do their job as a teacher are. Most of alumni really need and they are quite sufficient on pedagogical courses such as Language Teaching Methodology, Curriculum of English Instruction, Classroom Management, and
Instructional Material Development since they were involved directly. In another word, they did the plan and applied it at school. This learning experience facilitated them well when they do the job as a teacher. Thus, it can be concluded that the alumni still perceive these pedagogical contents are important and thus may be kept in their current form.

Regarding curriculum evaluation, this study accommodates ELEP to examine the effects of a program at significant end points of an educational cycle (Richards, 2001). This process can be defined as accountability-oriented evaluation. This evaluation is aimed at measuring in what extent the quality or the benefit of the programs facilitated stakeholders. The result can be used to decide to still perceive the pedagogical courses or to modify even to change the courses. Moreover, the result is able to be used to modify even to change the program outcomes (PO) as the study conducted by Khatimin et al (2011). An alumni survey had been conducted among the Masters and PhD graduate alumni of the Faculty of Engineering and Built Environment, Universiti Kebangsaan Malaysia (UKM) to enhance the academic programmes as part of the continual quality improvement initiatives for graduate studies at the faculty. Overall, the graduate alumni respondents perceived that UKM provided a positive educational experience with a friendly campus. The current study also found out that the alumni still perceived pedagogical courses needed in their job as a teacher. In addition, this survey study obtains the relevancy and the accountability of curriculum by maintaining the quality of the content and the outcomes. Deros et al (2011) conducted curriculum evaluation as well as the current study to update this program outcome (PO) and Program Educational Outcome (PEO) to ensure their appropriateness and relevance. This survey had revealed that large majority of alumni that took part in the survey believed the present POs and PEOs for Masters of Engineering in Manufacturing Systems Engineering are still relevant with the current industrial and technological environment and so is the current study.

CONCLUSION

From the survey done to ELEP alumni, it uncovered that all pedagogical courses are needed for alumni who work as teachers. Though, a participant argued that some of the pedagogical courses, such as Pengantar Pendidikan and Etika Profesi are still remain as theoretical knowledge as they did not explore empirical phenomena related to the theory. In addition, survey about the sufficiency of pedagogical courses equipping alumni in their job as teachers showed that all pedagogical courses are sufficient in different degree (sufficient, quite sufficient, completely sufficient). Nevertheless, a respondent suggested that the content of some pedagogical courses such as Language Teaching Methodology and Micro Teaching need to be improved to add more practical knowledge than theoretical knowledge. Students need more exposure on the real view of what happened in the real teaching and learning process in high school. All in all, all pedagogical courses are needed and sufficient but there should be improvement on teaching implementation for betterment.

Suggestion

It is suggested to ELEP to revisit its pedagogical courses especially on how they are delivered since two interviewed alumni who work as teachers feel that some pedagogical courses are still theoretical while as teachers, they need more practical knowledge. Furthermore, for further researchers are suggested to investigate deeper on what teaching technique/scenario which
match to teaching pedagogical courses and give more horizon about practical knowledge which is valuable for students as teachers to be in equipping them for their future job.

REFERENCES