

# CURRICULUM ANALYSIS OF MPBI

## Chapter 5

### Conclusion and Suggestion

#### Conclusion

There were two research questions for this research. First, whether the course syllabi reflect the core values, vision and mission statements, and the second is how the core values, vision and mission statements are translated into the prescribed curriculum.

The syllabi were reflecting the core values, vision and mission statements of MPBI, with several notes. First, the lecturers had undergone the internalization processes in creating the syllabi since the values are stated implicitly, not explicitly. Second, the easiest value to reflect is commitment while the most difficult to reflect is enthusiasm. The lecturers also have their own personal values to be shared with the students in the course. Third, the syllabi were reflected on all the three missions but with different emphasis since this was influenced by the nature of the course and the writing style of the lecturers.

Regarding the second research question, the researcher found four ways that the lecturers usually used to deliver the values: activities in the classroom, attendances and

assignments, description in the course objective, and written rules and commitment required in the course. Besides these four, the lecturers also add their own unique ways to deliver the values in the classroom. Furthermore, since not all courses reflected all the three missions in the same emphasis then the syllabus should be seen as a part of a big system of curriculum, not as a single separated unit of course. Finally, all the courses are crystallized in the Teaching Practice course (in the form of practical) and Thesis Writing (in the form of theoretical).

### **Suggestions**

First, lecturers tend to state the core values implicitly in the syllabi analyzed by the researcher. According to Lecturer A, this is because in the previous format (the syllabi which became the material to be analyzed), there were no strict guidelines/rules which require lecturers to explicitly write certain values (especially the core values) into their syllabi. As for the later development, lecturers are required to explicitly express a certain value in their course syllabi.

The researcher thinks that it is a positive habit for the lecturers to start expressing the value they want to share explicitly in the syllabi, because it will help these lecturers to regularly reflect whether the value they want to share is really

understood by the students. These reflections can happen when lecturers read the students' assignment, so this approach can be an alternative approach for lecturers to understand the students' needs and internalize the values they want to share – which values should be given more emphasis and which values should be less emphasized in the learning process. It can also be a helpful guide for the students when they read the course syllabi. They can easily identify what kind of values will be transferred to them through the process in the classroom later.

The researcher also analyzed the structure of each syllabus and group the similar terms used in these syllabi, coloring the similar terms with the same color, resulting in the general structure of MPBI syllabus, as follows:

**Table 5.1.**  
**General Syllabus Structure of MPBI**

#	Group Name	Example of Terms Used in Syllabi
1	Course Description	Course description, GIO.
2	Course Goals	Course aim, course objective, course intent, SIO, learning objectives and goals.

3	Course Outcome / Results	Learning outcomes, course outcomes, dispositions addressed.
4	Course Management	Learning strategies, delivery methods, teaching learning activities, class activities, course activities, topics, course content, laptop (rules for using laptop in the classroom), organization, notes (can be a suggestion or a rules of conduct), prerequisites, diversity, etc.
5	Course Assessment	Assessment, assignment, scoring system, evaluation, grading plan, evaluation, grading reference.
6	Course Resource Material	Bibliography, references, assigned textbooks, important websites for TEYL, e-books.
7	Course Schedule	Course outline.

There are possibilities that lecturers are referring to this general structure, intentionally or unintentionally. This general structure is to gain more information from lecturers in interview sessions.

Second, not all the core values can be revealed through document analysis and interview processes only. There are opportunities in researching further about the same topic but in the scope of the enacted curriculum.

Third, the internalization processes should always be maintained by the lecturers since this was the core processes in forming and sharing the values. This can be done by, first, keeping the enthusiasm by always checking whether the personal values are still inline with the core values, vision, and mission statements; since the good internalization processes begins with passion (enthusiasm); and second, sharing thoughts and feelings regarding their daily activities and teaching-learning processes to their colleagues.

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