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## A Proposed Syllabus for the Integrated Course in an English Education Department

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### ABSTRACT

This study aimed to develop a novel and practical syllabus for the Integrated Course subject designed explicitly for English Education Department students at IAIN Ponorogo. Using Borg and Gall's Research and Development (R&D) model, the research followed a systematic approach that included needs analysis, planning, prototype development, expert validation, product trials, and finalization. A key innovation in this syllabus is its integration of three distinct syllabus types: competency-based, content-based, and task-based. The syllabus includes 14 carefully sequenced topics, progressing from the simplest to the most complex, covering essential Listening, Reading, Speaking, and Writing areas. Offered as an 8-credit course with four meeting hours per week, it incorporates active and cooperative learning methods, emphasizing student-centered instruction. Another novel feature is the use of varied instructional media—audio, visual, and audio-visual materials—that connect students' prior experiences with the course content, making learning more dynamic and relatable. Assessment in the syllabus is comprehensive, combining both product and process evaluations to provide a well-rounded measurement of student progress. Expert validation and field testing confirmed that the final product is practical and highly applicable for the first-semester English Education students at IAIN Ponorogo, offering a tailored and impactful learning experience.

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## Introduction

The growing demand for English language proficiency in diverse educational contexts has underscored the need for effective curriculum frameworks (Robert R & Meenakshi S, 2024) in higher education. In English Education Departments, there is a particular emphasis on integrating various aspects of English language teaching, including linguistics, literature, and pedagogical strategies, into a cohesive syllabus. Current syllabi often fall short in addressing the interdisciplinary nature of English education, with limited integration of skills and knowledge across various domains. This disconnect highlights the need for an innovative, integrated approach to curriculum design that aligns with the evolving needs of students and educators in the English Education field. This flexible approach allows for a

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broader application of knowledge that aligns with real-world requirements (Sau-Kwan, 2019). Furthermore, curriculum integration in English education promotes "meaningful learning" by merging disparate courses into a cohesive framework, thereby providing students with a deeper understanding across all levels of education (Bingjie, 2023). This integrated method not only enhances the relevance of English education but also fosters a more comprehensive, interdisciplinary approach to teaching and learning.

The design of a practical syllabus plays a crucial role in shaping the educational experience and outcomes for students in higher education (Kazimi et al., 2019). A syllabus provides a framework for the course, helping teachers plan and execute lessons effectively. It ensures that instructors and students are aligned with the course objectives and learning outcomes, preventing deviations from the educational goals. (Dewi, 2019; Ivey et al., 2018; Wahedi, 2020). Syllabi is a communication mechanism between instructors and students, detailing course policies, grading criteria, and expectations. This helps set the course's tone and establish a clear understanding of what is required from students. (Wagner et al., 2023)

For English Education Department students, particularly those enrolled in Integrated Courses, it is essential that the syllabus aligns with both academic and real-world language competencies. Despite various syllabus models, there remains a gap in integrating different teaching methodologies to address the diverse learning needs of students in English language programs. At IAIN Ponorogo, the Integrated Course syllabus has been recognized as an area that needs innovative design to ensure students develop linguistic skills and practical competencies beyond theoretical knowledge.

A well-designed syllabus should communicate course expectations, objectives, and policies. It is a roadmap for students and instructors, outlining the course structure, schedule, and assessment methods. (Farrow & Leathem, 2021; Wahedi, 2020). The syllabus should align with the course's learning objectives, teaching principles, and curricular policies. This alignment ensures coherence between intended outcomes, content, and assessment tasks, which is essential for effective learning. (Wotring et al., 2021)

In designing the syllabus, the lecturers should consider the characteristics of the courses, and they must abide by the rules and laws issued by the government regarding the implementation of the Merdeka Curriculum. The Merdeka Curriculum, or the "independent study" curriculum, is designed to leverage technology and develop students' unique abilities. It emphasizes a flexible learning process that encourages innovation and aligns with students' needs, preparing them for future challenges by focusing on academic and life skills. (Azmi et al., 2023; Zidan & Qamariah, 2023). The curriculum aims to provide a more holistic and relevant learning experience, enhancing critical thinking, collaboration, and ethical behavior among students. The *Merdeka* curriculum in higher education aims to create a flexible learning process, innovate, and provide opportunities for students to choose their subjects and courses. (Sihombing & Panjaitan, 2023).

Based on the English Education Program curriculum at IAIN, there are stages in learning Basic English: Reading 1, Speaking 1, Listening 1, Writing 1, Structure 1, and Vocabulary 1. Since 2022, IAIN Ponorogo has applied the Merdeka curriculum, which transformed some of

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the skills materials. This Basic English becomes an Integrated Course. This 8-credit course is a unique mechanism for the new students of the English Education Department at IAIN Ponorogo. Skills that are covered are listening, speaking, reading, and writing. All skills will be taught integrated and communicatively.

Referring to the result of preliminary observation, it was found that the problems appeared during the implementation of the Integrated Course. The first problem is dealing with the teaching and learning process. Due to five lecturers teaching an Intensive Course, each lecturer only concentrates on teaching students their part without considering the terms integrated and communicatively. The second problem is dealing with the material. Each lecturer is given authority to select materials related to their part, even though it is suggested that the lecturers can utilize the "Interchange" textbook published by Cambridge University Press. Sometimes, students are not highly motivated to learn English as the materials overlap and confuse them. Furthermore, based on the result of the interview conducted with the Integrated Course lecturers, they thought there was no guidance for them in running the teaching and learning process. Some only applied material to the proposed textbook without balancing it with other lecturer's parts.

Since the results of the preliminary study show that the teaching of English in "Integrated Course" does not have a syllabus, developing a syllabus is a necessity that is urgently needed to be fulfilled. The absence of a syllabus that can be used as a route map for a teacher leads to an ineffective teaching and learning process. This syllabus was developed based on the suggestions, information, and expectations gathered from the students, an English lecturer, the policy maker, stakeholders, and the English Department's curriculum at IAIN Ponorogo.

Various studies highlight that syllabus development is vital in improving education quality. The integration of ICT competencies and CEFR levels in writing syllabi for Indonesian universities, addressing diverse needs across proficiency level (Maulida & Purnawati, 2024). Moreover, a specialized syllabus for North Sumatra's tourism industry aligns with the Indonesian Qualification Framework to enhance English communication skills for professionals. (Swondo, 2018). A content-based syllabus for law students in China is proposed to promote English as a Medium of Instruction while offering strategies to address challenges. (Yue & Cui, 2023). Similarly, a proposed syllabus for a "World Englishes and Culture" course effectively fosters cultural understanding and meets educators' needs through a well-structured framework. (Cesur, 2020). Reworking of existing English syllabi in Bangladeshi undergraduate institutions is necessary to improve students' ability to communicate in English in real-world scenarios (Rashid & Rana, 2021).

Developing an integrated course syllabus for the English Department at IAIN Ponorogo addresses a critical gap in curriculum design where no existing syllabus was available. This effort emphasizes formulating clear objectives, optimizing learning resources, selecting effective teaching methods, and establishing robust assessment mechanisms. The resulting syllabus includes a comprehensive course outline, meeting schedules, lesson units, and prototype materials to enhance the teaching and learning experience. It serves as a specific integrated course and contributes to improving English education.

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This study aims to develop a comprehensive syllabus framework for an integrated course in the English Education Department. By addressing the limitations of existing syllabi, this framework seeks to provide a more holistic and practical learning experience for students. The significance of this research lies in its potential to transform curriculum development and teaching practices. First, it provides a structured framework for integrated courses, helping improve educational outcomes in English Education Departments. Second, by promoting interdisciplinarity, the study enhances students' critical thinking, linguistic proficiency, and pedagogical expertise. The proposed approach contributes to the academic discourse on syllabus integration by offering an innovative perspective and holding practical value for educators, administrators, and curriculum developers who aim to align English education programs with contemporary needs.

Despite substantial research on curriculum development in English education, few studies have focused on creating integrated syllabus frameworks that unify linguistic, literary, and pedagogical components. Current approaches often separate these areas, leading to fragmented learning experiences. This study addresses this gap by proposing a cohesive syllabus framework that bridges these components, promoting a unified, interdisciplinary approach to teaching and learning. The following research questions guide the study:

1. What are the key components of an integrated English Education Department course syllabus?
2. How can an integrated syllabus framework address the needs of English education students?

## **Research Methods**

As this research deals with the development of a syllabus, the research design is categorized into research and development. (Borg & Gall, 2003). The study adopted Yalden's Language Program Development model to develop a syllabus framework, progressing through eight key stages.

The first stage involved a needs analysis, which collected data from both lecturers and students using questionnaires, interviews, and observations. To ensure the reliability of the instruments, the questionnaires were pre-tested with a small group of participants before the main data collection. The interviews were conducted with a purposive sample of lecturers and students, with the questions validated by experts in syllabus development. Observations were made during class sessions, and the findings helped identify the problems and needs of the Integrated Course (IC) Program. This analysis informed the description of the syllabus's purpose, detailing students' characteristics and the expected skills at both the program's entry and exit points.

Next, the selection or development of the syllabus type was conducted, guided by the findings from the needs analysis. A proto-syllabus was created to outline the course content and develop a pedagogical syllabus that included teaching methods, instructional materials, and testing approaches.

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The next stage focused on selecting or developing the syllabus type based on the needs analysis results. A proto-syllabus was drafted, outlining course content and pedagogical approaches, including teaching methods, instructional materials, and assessment strategies. This proto-syllabus was then reviewed by experts, who provided feedback and recommendations.

The product development stage involved expert validation, field testing, and evaluation. The syllabus was assessed by a panel of three experts, all of whom had substantial experience in language program development and syllabus design. These experts were selected based on their qualifications and expertise, ensuring the credibility of their assessments. The experts evaluated the syllabus's content, format, and language use, offering revisions to align it with established standards and best practices. Following expert validation, the syllabus underwent field testing with lecturers and students to evaluate its effectiveness. Feedback from the field test was incorporated into the final revisions. Qualitative data from the interviews were analyzed thematically (Braun & Clarke, 2022). The interview transcripts were coded and categorized into key themes that addressed the research questions, with particular attention given to insights on syllabus effectiveness and areas for improvement.

Finally, the validated and tested syllabus was finalized as the product. It met the criteria of a good syllabus, featuring clear objectives, logically sequenced course content, appropriate methods, instructional media, and assessment procedures. The syllabus included an introduction, course outline, meeting schedule, and unit lessons. This comprehensive development process ensured the syllabus was well-suited for the IC Program at the English Education Department of IAIN Ponorogo, supporting teaching effectiveness and enhancing student learning outcomes.

## Findings

### *The result of Need Analysis*

Referring to the result of the need analysis, it was found that some problems appeared during the implementation of the Intensive Course, as revealed by the interview below.

*"I think the biggest issue is the lack of a syllabus. Without one, it's hard to know exactly what should be covered each week. We often end up repeating topics or skipping some important ones because we don't have a clear outline to follow."* — Lecturer 1, Integrated Course

*"We've had some challenges because there's no structured syllabus. It feels like we're teaching in the dark, trying to figure out what's next. This causes confusion for both students and lecturers, and I think it affects the overall learning experience."* — Lecturer 2, Integrated Course

The first problem is the absence of a syllabus as a guide for them to teach. The second problem deals with the teaching and learning process. Due to five lecturers teaching an Intensive Course, each lecturer only concentrates on teaching students their part without considering the integrated and communicative terms. The third problem is dealing with the

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material. Each lecturer is given the authority to select materials related to their part; sometimes, they don't match the other skills. Therefore, it makes students less motivated to learn English as the materials overlap and are confusing. Furthermore, they thought there was no assessment guidance in running the teaching and learning process. Therefore, they suggested that the English Department of IAIN Ponorogo have a specific syllabus consisting of the objectives, material, methods, media, and assessment for each part of the Intensive Course lesson.

### **Selection Type of Syllabus**

Referring to the interview with Vice Dean 1 of Tarbiyah and the Teachers Training Faculty, all departments, including the English Education Department, employed a combination of syllabi in which it must clearly mention the competency or outcome that the students achieved, topics presented, and the task used. Furthermore, the interview with the lecturers and observation of the teaching of the integrated course revealed that the teaching guidance that had been applied was the competency-based syllabus since the students were expected to be competent in mastering basic English at the pre-intermediate level. Thus, the competency-based syllabus became the core of the proposed syllabus development. Developed into indicators as guidance to measure the learners' achievement.

Some lecturers suggested that theoretical knowledge is essential to the students since, as English Education Department students, they have to master what they listen to, speak, read, and write, as well as the pattern of grammar. As a result, the content-based syllabus became the alternative type of syllabus developed to support the proposed Intensive Course syllabus for the study.

In short, the proposed syllabus was developed within the frame of the three different types of syllabi, namely the competency-based syllabus, the content-based syllabus, and the task-based syllabus.

### ***The Blue Print of the Integrated Course***

In this step, the inventories or list of the content to be included in the proposed Integrated course syllabus were decided based on the need analysis above. The purpose is to answer the second and the third questions in the research problem. It presents the competency and the topic, sequenced based on the difficulty level. The syllabus content in the forms of competency and topics is listed in the following table.

**Table 1.** The Prototype of Syllabus

<b>Competency</b>	<b>Topic</b>
1. Students are expected to be able to understand (1) general and specific information from written text related to personal life, (2) some conversations introduced by the speakers in each listening exercise, (3) exchange information about oneself/someone using appropriate dictions	Introduction

Competency	Topic
and expressions (4) write information related to friend's personal life accurately.	
2. Students are expected to be able to understand (1) general and specific information from written text related to daily activities, (2) some conversations about daily routine spoken by the speakers in each listening exercise, (3) describe daily activities in appropriate dictions and expressions (4) write information related to classmate's biography accurately.	Daily Activities
3. Students are expected to be able to understand (1) general and specific information from written text about family, (2) some conversations about family relationships spoken by the speakers in each listening exercise, (3) describe family members by using appropriate dictions and expressions (4) write an email about family inaccurate word choice and grammar.	Family
4. Students are expected to be able to understand (1) general and specific information from written text about shopping, (2) some conversations about shopping spoken by the speakers in each listening exercise, (3) play a role as seller and customer using appropriate dictions and expressions (4) write about comparison prices accurately	Shopping and Prices
5. Students are expected to be able to understand (1) general and specific information from written text related to location, (2) some conversations about location and describing of places spoken by the speakers in each listening exercise, (3) guess things and location orally using appropriate dictions and expressions (4) write a description of place accurately.	How to Get There
6. Students are expected to be able to understand (1) general and specific information from written text about people's appearance, (2) some conversations about describing people spoken by the speakers in each listening exercise (3) describe people by using appropriate dictions and expressions (4) write a description of people accurately.	Appearance and Dress
7. Students are expected to be able to understand (1) general and specific information from written text, some events or experiences that happened in the past, (2) some conversations about some events or experiences that happened in the past spoken by the speakers in each listening exercise (3) retell experience by using appropriate expressions (4) write unforgettable experience accurately.	Free Time / Holiday
8. Students are expected to be able to understand (1) general and specific information from the story, (2) some conversations about some stories spoken by the speakers in each listening exercise, (3) retelling the story by using appropriate dictions and expressions, (4) summarize a story accurately.	narrative
9. Students are expected to be able to understand (1) general and specific information on how to make something, (2) some conversations about procedures spoken by the speakers in each listening exercise, (3) demonstrate how to make something by using appropriate expressions, (4) write favorite food recipe accurately.	Food and Restaurant

Competency	Topic
10. Students are expected to be able to understand (1) general and specific information about health problems, (2) some conversations about describing health problems spoken by the speakers in each listening exercise, (3) give suggestions and tell their health life by using appropriate expressions (4) write a description of kinds of diseases accurately.	Health
11. Students are expected to be able to understand (1) general and specific information about some crucial aspects of calling someone by phone and understanding the phone messages, (2) some conversations about telephoning, leaving phone messages, and understanding phone messages spoken by the speakers in each listening exercise (3) call someone and leave messages by using appropriate expressions (4) write a phone message accurately.	Telephoning
12. Students are expected to be able to understand (1) general and specific information about how to deliver the news. (2) some conversations about some headline news spoken by the speakers in each listening exercise (3) present the news by using appropriate expressions (4) write the news accurately.	News and Reporting
13. Students are expected to be able to understand (1) general and specific information about some crucial aspects of jobs, such as salary, working hours, fascinating works, colleagues, etc., (2) some conversations about describing jobs, business, part-time jobs spoken by the speakers in each listening exercise (3) describe their dream and fascinating job by using appropriate expressions (4) describe their dream jobs in written form accurately.	Job and Workplace
14. Students are expected to be able to understand (1) general and specific information about some critical aspects of meeting and presentation, such as how to open, present, and close the meeting and presentation (2) some conversations about giving a presentation, welcoming participants in the meeting, and delivering opinion spoken by the speakers in each listening exercise (3) give a presentation in the meeting by using appropriate expressions (4) write a meeting presentation accurately.	Meeting and Presentation

## ***Expert Validation***

### ***1. Syllabus Content Expert***

The evaluation of the content expert found that the prototype syllabus that had been developed had several good (strengths) and bad points (weaknesses).

According to the expert, the good points of the prototype syllabus were firstly related to the competency /outcome proposed on the prototype syllabus. It is appropriate for the students at the pre-intermediate level. In addition, the instructional objectives stated on the syllabus were clear and appropriately noted in each component of the lesson in the Intensive Course. The next point to be criticized by the expert is the suitability of the proposed topics.



The expert stated the content/topic proposed is suitable for introductory courses for the English Department.

Despite the good point, the expert also recommended revising the formulation of the objectives in some meetings by inserting grammar mastery. She also suggested that the sequence of topics must be rearranged based on the difficulty level. Also, each part of the Integrated course lesson must be broken down into each skill. The order of the suggested topics is based on the consideration that Units 1 and 7 consist of transactional and interpersonal text. Moreover, the remaining units, namely eight until 14, are monologues. Besides the order of topics, the expert on syllabus also suggested that the syllabus must be fragmented into each skill to develop precise tasks.

The syllabus for the Integrated course focused on Listening is comprehensive. Objectives of each topic are described enough. It leads to the competency being achieved in every learning process. Besides that, various teaching methods are developed in the syllabus to encourage students to practice basic listening comprehension skills toward strategic and practical listeners. Another factor contributing to the listening course's success is the media used to present the listening materials. Many types of media for learning presented in syllabi can help lecturers plan listening activities for the students. An evaluation is needed to ensure that the material's delivery is successful. Several assessments are provided in the syllabus, such as quizzes, filling the gaps, finding the differences, matching, pictures, rearranging the jumbled images, and listening along.

The reading syllabus developed above is well-organized. The syllabus design focuses on students' needs and learning process. It covers the components of the syllabus, such as topic, objective, method, media, and assessment that will be reached in the reading course. Teaching methods in the syllabus are presented in various and fun ways. It aims to avoid boredom and to develop communicative competence in reading. Moreover, the methods are easy and low-cost. Attractive media is proposed in the syllabus. Using attractive media can engage students, aid students' knowledge retention, motivate interest in the subject matter, and illustrate the relevance of many concepts. Besides that, the assessments provided are precise. In addition, the evaluation is not only a spoken test but also a written test.

The Speaking Syllabus 5 focuses on developing students' communicative abilities. It covers various topics, from personal introductions and family descriptions to more complex areas like giving presentations and reporting news. The syllabus employs various teaching methods, including group activities (Inside Outside Circle, Two Stay Two Stray), interactive games (Guessing Games), and role-playing. Diverse media, such as pictures, videos, and realia (real-life objects), enhance learning. Assessment methods include dialogues, peer assessments, demonstrations, and role-playing, allowing for a comprehensive evaluation of student speaking skills.

The writing syllabus aimed at improving students' written communication skills. The syllabus progresses from basic writing tasks, such as writing about personal information and family members, to more challenging ones, including writing news reports and meeting presentations. Various teaching methods are employed, such as scaffolding, think-pair-

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share, and brainstorming techniques. The syllabus utilizes a range of media, including pictures, videos, and real-life materials, to provide authentic learning experiences. Assessment methods include writing tasks, quizzes, and peer feedback to evaluate student progress and provide constructive feedback.

### ***The result of Try out***

After the proposed syllabus and lesson plans /RPS had been approved by the experts in the validation process, the next thing to do was to try them out. The revised syllabus and lesson plans /RPS were tried out to get feedback on whether they were fixed or needed to be revised. Because there was limited time, only three topics were tried out. In line with this, a number of the first-semester students in the English Department were selected to be the subjects of the try-out, and they were involved in the try-out process.

The try-out of the proposed syllabus was conducted by asking the lecturer to practice the materials, the activities, and the assessment of the students. The students and the lecturer were involved in the try-out process to evaluate and give comments and suggestions on the proposed syllabus. In the try-out, the researcher also gave a pre-test to the students at the beginning of the meeting and a post-test by the end of the meeting. These tests were intended to determine the student's learning mastery before and after using the proposed syllabus.

In the pre-tests, the students were given several questions to answer, and the results were presented as a table to indicate the students' achievement before the materials. For this purpose, twenty-five students of the English Education Department at Tarbiyah and the Teachers Trainings Faculty of IAIN Ponorogo were involved as the subjects of the tests. The pre-test given to the subjects was a reading test consisting of comprehension questions. The result showed that the pre-test was unsatisfactory since the distribution of scores indicated that the number of subjects who obtained scores with low and fair criteria was more significant than those who received scores with outstanding criteria. The average score of the pre-test was 65, which further highlighted that the students' achievement was categorized as poor. This outcome suggested that many students could not perform well on the given test. It emphasized the need for students to engage in more exercises to improve their basic reading skills.

The second pre-test was an oral test where students were tasked with talking about their daily activities. They were scored based on the criteria of fluency and accuracy. The results of the speaking test revealed that most students fell into the low-score category, while some were categorized as fair, reasonable, and excellent, respectively. The average score for fluency was 60, while the average for accuracy was 68. These findings underscored the need for additional practice in speaking skills to enhance fluency and accuracy.

Referring to the result of the post-test in the reading test indicated that the outcome of the post-test was satisfactory since the distribution of scores showed that the number of subjects who obtained scores with excellent and good criteria was the majority, and no one

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was categorized into fair or low criteria. The average score for reading was 75, indicating that the students' achievement was categorized as good, as many of them performed well on the test. The syllabus had successfully accommodated the students' needs.

In the speaking test, the results revealed that most students were in the fair score category. A few of them achieved scores in the good and excellent categories, respectively, while only one student fell into the low-score category. The combined average score for fluency and accuracy was 70, reflecting a moderate level of speaking proficiency among the students. These findings emphasize the effectiveness of the syllabus and the need for continuous improvement in speaking skills to achieve higher levels of fluency and accuracy.

In the first try-out class, the researcher and the lecturer thought that the students seemed enthusiastic when they were invited to discuss the topics on the materials. However, some of them still felt reluctant to say something. It could be seen from the fact that many students actively took part in answering and asking questions about the topic discussed, and some were just silently listening to their friends speak. The active students showed great interest in doing the activities designed before, while the less active students tended to show unhappy faces. However, when the researcher tried to encourage every student in the class to be active, to tell them in order not to hesitate to say something, to tell them that they did not need to be afraid of making mistakes, to tell them that they could do the activities and to appraise for them for the activities they had done, they then became happier and more active to do the tasks in the next meetings.

The situation of the try-out class became relatively smooth after the students were encouraged and showed eagerness to do the tasks or activities assigned to them. They seemed to enjoy answering the questions provided, making the questions, giving opinions, reading the texts, speaking in front of the class, discussing the topics with their friends, and doing the rest of the tasks. In addition, they look seriously at listening to what their classmates say or what the teachers explain and model to catch the information delivered to them. They also seemed to appreciate every task their friends did, and sometimes they laughed at it. When the teacher delivered information in written form or on the whiteboard, though it was a very simple one, the students tried to understand it, discussed it with their friends, and once in a while opened their dictionary if they did not understand at all. Besides, they looked so enthusiastic, serious, and active in doing the speaking or the writing tasks given to them as a presentation or discussion in front of the class that the class became more alive despite the difficulties they found in doing them. The students' enthusiasm could also be seen when the teacher displayed each work the students had done or commented on the tasks the students had accomplished. This learning and teaching situation was almost found during the try-out class, and the materials are expected to increase the student's learning motivation.

From those observed phenomena described above, it could be stated that the syllabus had been able to activate the student's written and oral performance and language components such as vocabulary and grammar knowledge. The smooth practice of learning and teaching on this knowledge could not be apart from the ability of the materials to

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activate the student's understanding of the topics. On the other hand, the syllabus contains integrated tasks related to each Intensive Course component. It enabled the students to do various activities in their learning, and therefore, they became more active. The smoothness of the learning and teaching practice using the materials could not be separated from the ability of the materials to activate the student's knowledge of the language. The materials were considered to fulfill the needs of the students and suit their level. Based on such good points, it seems that the syllabus was quite applicable for the students of the English Department at IAIN Ponorogo.

## Discussion

The Integrated Course syllabus at IAIN Ponorogo represents a pioneering approach to English language education, merging competency-based, content-based, and task-based methodologies. This integration provides a holistic framework that goes beyond traditional linguistic instruction. Students develop essential language competencies while engaging in meaningful, real-world tasks, fostering academic and practical skills. By embedding task-based learning within a broader competency framework, the syllabus aligns with global best practices in language education and fulfills the evolving requirements of the *Merdeka* Curriculum, which emphasizes flexibility, innovation, and relevance (Azmi et al., 2023; Zidan & Qamariah, 2023).

A key feature of the syllabus is its meticulously sequenced structure. The course progresses through 14 topics, carefully designed to advance from basic to complex language tasks. Covering Listening, Speaking, Reading, and Writing, this progression ensures a gradual and scaffolded learning experience. This sequencing allows students to build foundational skills before tackling advanced applications, ensuring a balanced and thorough language acquisition process. Offered as an 8-credit course with four meeting hours per week, the syllabus also incorporates cooperative learning strategies, fostering collaboration and enhancing peer-to-peer engagement (Farrow & Leathem, 2021; Wahedi, 2020).

The syllabus's multimedia materials—including audio, visual, and audio-visual content—inject vibrancy into the classroom. By drawing on students' prior experiences and connecting them to course content, these materials create an immersive and relatable learning environment. This dynamic integration of instructional media enriches the learning experience (Essafa & Fatima, 2024; Yao, 2020) and bridges the gap between theoretical knowledge and practical application. This approach reflects the principles of the *Merdeka* Curriculum, which prioritizes innovation and applying skills in diverse contexts (Sihombing & Panjaitan, 2023).

A standout feature of the syllabus is its comprehensive assessment strategy, which blends product-based and process-based evaluations. This dual approach ensures a holistic understanding of student progress, capturing final outcomes and the learning journey. Such assessments provide a more nuanced evaluation of student performance, highlighting areas for growth while acknowledging achievements. This approach mirrors broader educational

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trends, where the emphasis is shifting from purely summative assessments to more formative, process-oriented evaluations (Wagner et al., 2023; Wotring et al., 2021).

Expert validation and field testing affirm the syllabus's effectiveness and applicability. The final product meets the six criteria for a robust syllabus, as outlined by Dubin and Olshtain, including well-defined objectives, coherent content, innovative methods, and relevant assessment procedures. Furthermore, its integration of competency-based and task-oriented strategies places it at the forefront of syllabus innovation, setting a standard for other institutions. This comprehensive design enhances the quality of English education at IAIN Ponorogo and offers a model for curriculum development globally (Maulida & Purnawati, 2024; Dewi, 2019).

## **Conclusion**

The Integrated Course syllabus at IAIN Ponorogo exemplifies a forward-thinking approach to English education. Through its integration of diverse methodologies, dynamic instructional strategies, and comprehensive assessments, the syllabus provides a transformative learning experience. It addresses the unique needs of first-semester students and sets a precedent for innovative syllabus design, offering valuable insights for educators and curriculum developers worldwide.

While the Integrated Course syllabus at IAIN Ponorogo represents a significant innovation, it is not without its limitations. One notable challenge is the resource-intensiveness of its implementation. Using diverse instructional media and cooperative learning strategies requires substantial preparation, training, and technological support for lecturers. Limited access to resources, particularly in less technologically equipped settings, could hinder the effectiveness of the syllabus. Another limitation lies in the scalability of the syllabus. While it has been tailored to meet the needs of English Education students at IAIN Ponorogo, its adaptability to other contexts or institutions with different student demographics, curriculum structures, and resources may require further research and customization.

To address these limitations, comprehensive training programs for instructors should be implemented, including workshops and access to online resources. Institutions should also invest in infrastructure and collaborate with stakeholders to enhance technological support for dynamic instructional media. Conducting longitudinal studies to assess the syllabus's long-term impact on students' skills can provide insights for ongoing improvements. Additionally, introducing greater flexibility will ensure the syllabus remains adaptable to diverse educational contexts. These measures will strengthen its role as a model for innovative and impactful curriculum design in English education.

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