

**IMPLEMENTASI KURIKULUM *ENGLISH FOR ISLAMIC STUDIES*  
DENGAN PENDEKATAN *MULTIPLE INTELLIGENCE*  
DALAM MENINGKATKAN KOMPETENSI BERBAHASA**

*(Studi Evaluatif terhadap ESP Keislaman di IAIN Palu  
dengan Menggunakan Model Evaluasi CIPP)*

**DISERTASI**

**Diajukan untuk Memenuhi Sebagian dari Syarat  
Memperoleh Gelar Doktor Ilmu Pendidikan  
dalam Bidang Pengembangan Kurikulum**



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# **Implementasi Kurikulum *English for Islamic Studies* dengan Pendekatan *Multiple Intelligence* dalam Meningkatkan Kompetensi Berbahasa**

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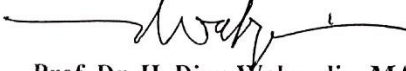
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## ABSTRAK

**Darwis Jauhari Bandu (NIM 1503300). Implementasi Kurikulum *English for Islamic Studies* dengan Pendekatan *Multiple Intelligence* dalam Meningkatkan Kompetensi Berbahasa (Studi Evaluatif terhadap ESP Keislaman di IAIN Palu dengan Menggunakan Model Evaluasi CIPP)**

Penelitian ini didasari permasalahan pengajaran *English for Islamic Studies* (EIS) di IAIN Palu dalam mencapai kompetensi berbahasa mahasiswa. Penerapan Pendekatan *Multiple Intelligence* pada materi dan strategi pengajaran EIS menjadi fokus dalam penelitian ini. Untuk itu, maka perlu dilakukan evaluasi EIS secara menyeluruh untuk melihat sejauh mana keberhasilan program ini. Evaluasi ini dilaksanakan dengan menggunakan Model CIPP; mencakup evaluasi *Context, Input, Process* dan *Product*. Hasil evaluasi memberikan keputusan terhadap program EIS di IAIN Palu; apakah program dilanjutkan, dihentikan, atau dilanjutkan dengan beberapa perbaikan. Penelitian ini menggunakan *Mixed Method*. Sampel penelitian 97 mahasiswa dipilih melalui Penyamplingan Acak Bertingkat. Data Kuantitatif diperoleh melalui angket mahasiswa dan dosen; Data Kualitatif diperoleh dari wawancara dengan ketua prodi, perancang program dan pejabat berwenang serta observasi kelas dan analisa dokumen. Hasil penelitian menunjukkan evaluasi Komponen Konteks, Input, Proses dan Produk secara umum adalah efektif. Pencapaian hasil belajar dan kompetensi empat keterampilan berbahasa menunjukkan keterampilan yang paling sulit adalah *Listening and Writing*, sekaligus membutuhkan lebih banyak latihan. Sedangkan keterampilan yang harus lebih diprioritaskan adalah *Speaking and Reading*. Temuan juga mengungkapkan bahwa dengan menerapkan Pendekatan *Multiple Intelligence* dalam materi ajar dan metode mengajar, maka kompetensi berbahasa mahasiswa meningkat. Disimpulkan bahwa implementasi EIS di IAIN Palu dapat dilanjutkan dengan beberapa perbaikan.

**Kata Kunci:** ESP, EIS, Bahasa Inggris Keislaman, Evaluasi Kurikulum, Model CIPP, Kecerdasan Jamak, Kompetensi Berbahasa

## ABSTRACT

**Darwis Jauhari Bandu (NIM 1503300). The Implementation of English for Islamic Studies Curriculum with Multiple Intelligence Approach in Increasing Language Competency (An Evaluative Study on ESP Islam at IAIN Palu using CIPP Evaluation Model)**

The problems of ESP teaching at universities became background of this study. In this context focused on English for Islamic Studies (EIS) at IAIN Palu. This study aimed to evaluate the effectiveness of EIS Program in increasing language competency by applying Multiple Intelligence approach. This study used Stufflebeam's CIPP model evaluation covering Context, Input, Process and Product Evaluation. This study utilized quantitative and qualitative method. 97 students were chosen as sample through Stratified Random Sampling. Quantitative Data were obtained from questionnaires of students and lecturers. Interview with heads of departments, program designer and authorized official, class observation and document analysis were also conducted to elicit Qualitative Data. Results of the study showed that either Context, Input, Process or Product Evaluation were effective in general. The attainment of learning outcomes and competency in four language skills showed that the most difficult skills were Listening and Writing, accordingly, the skills need more practice. Whereas the skills which must be more prioritized were Speaking and Reading. The findings also revealed that by using Multiple Intelligence approach in learning materials and teaching strategy, the students' language competency could enhance. It can be inferred that the implementation of EIS Program at IAIN Palu could be continued with revisions.

**Keywords:** ESP, EIS, Curriculum Evaluation, CIPP Model, Multiple Intelligence, Language Competency

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