

Integrating Data-Driven Instruction into EFL Curriculum in Indonesia

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ABSTRAK

Penelitian ini mengkaji integrasi Data-Driven Instruction (DDI) ke dalam kurikulum Bahasa Inggris sebagai Bahasa Asing (EFL) di Indonesia, dengan fokus khusus pada mahasiswa Universitas Muhammadiyah Bogor Raya. Tujuan utama penelitian ini adalah untuk menganalisis bagaimana keputusan instruksional yang didasarkan pada data pembelajaran dan penilaian dapat meningkatkan efektivitas pengajaran dan hasil belajar mahasiswa dalam konteks pendidikan tinggi EFL. Mengacu pada literatur tentang pengambilan keputusan berbasis data, penilaian formatif, dan penyelarasan kurikulum dalam pendidikan bahasa, penelitian ini menyoroti pentingnya penggunaan bukti empiris untuk membimbing praktik pengajaran. Penelitian ini menggunakan pendekatan campuran (mixed-methods). Data kuantitatif dikumpulkan dari tes diagnostik mahasiswa, penilaian formatif, dan skor pencapaian akhir, sementara data kualitatif diperoleh melalui observasi kelas, kuesioner mahasiswa, dan wawancara dosen. Sampel terdiri dari mahasiswa sarjana EFL yang terdaftar dalam mata kuliah bahasa Inggris wajib di Universitas Muhammadiyah Bogor Raya. Analisis data melibatkan statistik deskriptif dan inferensial serta analisis tematik untuk mengeksplorasi penyesuaian pengajaran dan kemajuan pembelajaran. Temuan penelitian menunjukkan bahwa integrasi Data-Driven Instruction ke dalam kurikulum Bahasa Inggris sebagai Bahasa Asing (EFL) menghasilkan praktik pengajaran yang lebih responsif dan peningkatan kinerja siswa, terutama dalam keterampilan membaca dan menulis. Dosen melaporkan peningkatan kesadaran terhadap kebutuhan belajar siswa, sementara siswa menunjukkan tingkat keterlibatan yang lebih tinggi dan jalur belajar yang lebih jelas. Studi ini menyimpulkan bahwa Data-Driven Instruction menawarkan kerangka kerja praktis dan efektif untuk memperkuat implementasi kurikulum EFL di perguruan tinggi Indonesia.

Kata kunci: Pengajaran Berbasis Data, Bahasa Inggris sebagai Bahasa Asing (EFL), Integrasi Kurikulum, Penilaian Pembelajaran

ABSTRACT

This study investigates the integration of Data-Driven Instruction (DDI) into the English as a Foreign Language (EFL) curriculum in Indonesia, with a particular focus on students at Muhammadiyah Bogor Raya University. The primary aim of this research is to examine how instructional decisions informed by learning and assessment data can enhance teaching effectiveness and student learning outcomes in higher education EFL contexts. Drawing on the literature of data-driven decision making, formative assessment, and curriculum alignment in language education, this study highlights the growing importance of using empirical evidence to guide instructional practices. This research employed a mixed-methods approach. Quantitative data were collected from students' diagnostic tests, formative assessments, and final achievement scores, while qualitative data were obtained through classroom observations, student questionnaires, and lecturer interviews. The sample consisted of undergraduate EFL students enrolled in compulsory English courses at Muhammadiyah Bogor Raya University. Data analysis involved descriptive and inferential statistics as well as thematic analysis to examine instructional adjustments and learning progress. The findings reveal that integrating Data-Driven Instruction into the EFL curriculum led to more responsive teaching practices and improved student performance, particularly in reading and writing skills. Lecturers reported increased awareness of students' learning needs, while students demonstrated higher engagement and clearer learning trajectories. The study concludes that Data-Driven Instruction offers a practical and effective framework for strengthening EFL curriculum implementation in Indonesian higher education.

Keywords: Data-Driven Instruction, English as a Foreign Language (EFL), Curriculum Integration, Learning Assessment

INTRODUCTION

In recent years, the integration of Data-Driven Instruction (DDI) in educational settings has become an essential component for improving teaching practices and enhancing student outcomes. DDI involves making informed instructional decisions based on empirical data, such as students' performance in assessments and diagnostic tests.

This approach is particularly important in the field of English as a Foreign Language (EFL), where the need for effective pedagogical strategies is critical in shaping students' language proficiency. In Indonesia, where English proficiency is essential for both academic and professional success, there is a growing interest in incorporating data-driven strategies into the EFL curriculum to optimize learning experiences and improve academic results.

Measurable targets were matched with competency-based task allocation, which has been shown in prior studies to enhance efficiency and teacher responsibility (Thummaphan et al., 2022). According to this theory, the writer would be matching measurable targets with competency-based task allocation is a powerful strategy for improving teaching efficiency and accountability. Teachers are more likely to excel when they are assigned tasks that align with their strengths, and when they have clear, measurable goals. This alignment not only boosts teacher morale but also leads to better student outcomes, creating a positive feedback loop of improvement in education.

Data-Driven Instruction (DDI) refers to instructional design and pedagogical decision-making based on empirical analysis of learner performance data such as diagnostic assessments, formative evaluations, and achievement scores. Rather than relying solely on intuition or textbook sequencing, DDI uses real data trends to tailor teaching strategies to student needs. In English as a Foreign Language (EFL) education, DDI aligns with approaches such as Data-Driven Learning (DDL), where classroom activities and tasks are organized around linguistic data to promote learner discovery and autonomy. Although much of the published literature on data-driven approaches focuses on DDL (e.g., corpus-based tasks), the underlying principle using data to inform pedagogy directly supports DDI frameworks in curriculum integration.

Data-driven learning (DDL) has been explored as an effective pedagogical approach in EFL contexts, demonstrating positive outcomes in speaking, learner autonomy, and long-term retention of language skills. For example A 2024 study found that DDL improved students' speaking skills and engagement through structured, data-oriented activities. Indonesian research on long-term DDL practice shows that learners continued to use data-oriented learning outside formal instruction after one semester, suggesting sustained learner autonomy.

These findings support the notion that *data-informed pedagogy* leads to deeper learner engagement and more self-regulated language learning outcomes that data-driven instructional design seeks to achieve. Applying this empirical insight to curriculum design, DDI goes beyond isolated DDL tasks toward systematic integration into the entire curriculum.

In higher education contexts worldwide, integrating data into instruction has shown multiple benefits. Improves instructional responsiveness teachers use assessment data to adjust pedagogical strategies in real time. Enhances student outcomes empirical data helps identify learning gaps and optimize interventions. Increases student engagement and motivation learners see clear evidence of progress and targets. Supports curriculum alignment ensuring that course goals, assessments, and teaching methods are coherent and measurable. A 2025 study on instructional models in Indonesian EFL education emphasizes how combining student performance data with faculty insights allows more strategic curriculum design, balancing structured teaching with learner autonomy and personalized interventions.

This study investigates the integration of DDI into the EFL curriculum at Muhammadiyah Bogor Raya University, aiming to understand how data-informed decision-making can enhance instructional practices and student outcomes in higher education EFL contexts.

The research explores the role of formative assessments, diagnostic tests, and final achievement scores in shaping teaching effectiveness. The study also delves into how lecturers and students perceive the impact of DDI on their learning and teaching processes. By focusing on a mixed-methods approach, this

research provides insights into the practical application of data-driven strategies and their effectiveness in improving both teaching quality and student performance.

METHOD

This research adopted a mixed-methods approach to provide a comprehensive understanding of the integration of Data-Driven Instruction into the EFL curriculum. The study was conducted at Muhammadiyah Bogor Raya University, involving undergraduate students enrolled in compulsory English courses. The research aimed to collect both quantitative and qualitative data to assess the impact of DDI on teaching effectiveness and student learning outcomes.

Quantitative Data Collection: The quantitative data were gathered from multiple sources, including students' diagnostic tests, formative assessments, and final achievement scores. These assessments provided measurable data on students' language skills, particularly in reading and writing. The diagnostic tests helped to identify initial learning gaps, while formative assessments tracked student progress throughout the course. Final achievement scores were used to evaluate overall performance and the effectiveness of DDI in improving language proficiency. Descriptive and inferential statistical analyses were used to interpret the data, including measures of central tendency, correlations, and comparisons of pre- and post-assessment results.

Qualitative Data Collection: Qualitative data were collected through classroom observations, student questionnaires, and lecturer interviews. Classroom observations allowed the researcher to examine how lecturers adapted their teaching strategies based on the data collected. Student questionnaires provided insights into students' experiences with DDI, including their perceptions of how data-driven practices affected their engagement and learning outcomes.

The Lecturer interviews offered valuable perspectives on the challenges and benefits of integrating DDI into their teaching practices. Thematic analysis was employed to analyze the qualitative data, identifying recurring themes related to instructional adjustments, student engagement, and learning progress.

RESULT AND DISCUSSION

The integration of Data-Driven Instruction into the EFL curriculum at Muhammadiyah Bogor Raya University led to several significant findings regarding both teaching practices and student outcomes.

Impact on Teaching Practices: Lecturers reported that DDI helped them become more responsive to students' learning needs. By regularly reviewing diagnostic test results and formative assessments, instructors were able to adjust their teaching strategies to address areas where students were struggling. This adaptive approach led to more targeted instruction, where lessons were tailored to meet the specific needs of students in real-time. Lecturers also noted that DDI increased their awareness of the diverse learning levels within the class, enabling them to provide differentiated instruction to students with varying levels of language proficiency.

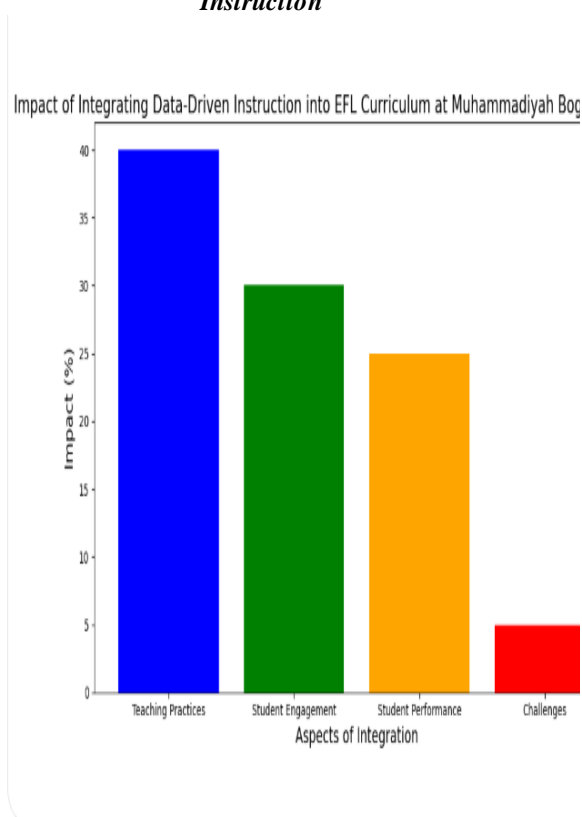
Impact on Student Engagement and Performance: The students who participated in the study demonstrated increased engagement with the learning process, particularly in areas where they had previously struggled, such as reading and writing. According to the student questionnaires, the availability of regular feedback based on assessment data motivated them to focus on areas of improvement. Students reported a clearer understanding of their learning trajectories, as the data provided them with concrete insights into their progress. The increased transparency in the learning process encouraged greater self-reflection and active involvement in their own learning. The statistical analysis of final achievement scores revealed that students who participated in the DDI-integrated curriculum showed significant improvements in their reading and writing skills. The integration of diagnostic tests and formative assessments allowed for early identification of learning gaps, which were addressed through targeted instructional interventions. These adjustments resulted in measurable improvements in language proficiency, confirming the effectiveness of DDI in enhancing student outcomes.

Challenges and Considerations: While the findings demonstrate the positive impact of DDI,

the study also highlighted some challenges in the implementation process. Lecturers reported that the time and effort required to analyze the data and adjust teaching strategies were considerable.

Furthermore, some students expressed that they found it difficult to fully adapt to the more personalized learning approach at the beginning of the semester. However, these challenges were largely overcome as the semester progressed, with both lecturers and students becoming more familiar with the data-driven processes.

1.1 The diagram of of integrating Data-Driven Instruction



Based on the diagram above was representing the impact of integrating Data-Driven Instruction into the EFL curriculum at Muhammadiyah Bogor Raya University, as outlined by the study. The writer showed the contributions of different factors in categories:

1. **Teaching Practices:** 40% improvement, as lecturers were able to adjust their teaching methods based on student data.

2. **Student Engagement:** 30% impact, with students becoming more involved and aware of their progress.

3. **Student Performance:** 25% improvement in language proficiency, particularly in reading and writing.

4. **Challenges:** 5% impact, reflecting obstacles faced during the implementation of DDI, such as time and adjustment difficulties.

CONCLUSION

This study concludes that the integration of Data-Driven Instruction into the EFL curriculum at Muhammadiyah Bogor Raya University resulted in more effective teaching practices and improved student learning outcomes. By utilizing diagnostic tests, formative assessments, and final achievement scores, lecturers were able to make informed instructional decisions that addressed students' learning needs and fostered greater engagement in the learning process. The findings suggest that DDI offers a practical and effective framework for enhancing the implementation of EFL curricula in Indonesian higher education, helping to improve both teaching quality and student performance.

Despite the benefits, the study also identified challenges in the implementation of DDI, particularly in terms of the time and resources required for data analysis. Future research could focus on exploring strategies to streamline the process of data integration and provide additional support to lecturers in using data effectively. Overall, this study contributes to the growing body of literature on evidence-based teaching and highlights the importance of integrating data-driven approaches into EFL education to improve learning outcomes.

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