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# Instructor perspectives on modifying a global diversity awareness syllabus for online teacher professional education delivery: evidence from two Indonesian universities

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**ABSTRACT**

Evaluation and improvement of instructional quality in online settings are often conducted only after students have been exposed to learning interventions, making it difficult to anticipate and prevent undesirable outcomes. While traditional classroom observation is resource-intensive, evaluating the course syllabus offers a simpler, proactive approach that can be conducted before course delivery. This study gathers qualitative assessments from instructors using an online course design rubric to evaluate the Global Diversity Awareness (GDA) program, a key component of Teacher Professional Education (TPE). Four focus groups from two universities participated in this research. Through thematic analysis combining inductive and deductive coding, several common themes emerged: the digital absorption gap, the need for clear ethical communication guidelines, the importance of both technical and non-technical student support, and the underutilization of authentic assessment rubrics. Based on these findings, we recommend that TPE programs incorporate structured, rubric-based syllabus reviews before online course implementation to identify and address design limitations early.

**IMPACT STATEMENT**

The exploration of this research delineates activities tailored to empower religious communication and address prevalent apprehensions within religious education courses. The Team-based project learning encompasses activities strategically interspersed throughout the academic term, including formulating questions, orchestrating interviews, and curating video presentations.

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## Introduction

Teacher education currently requires continuous improvement to meet the demands of 21st-century learning practices. One of its initiatives is the effort to redesign the delivery of learning, enabling the transition from some face-to-face approaches to online learning (He et al., 2014). The effort to shift from face-to-face to online education is also supported by the program study's desire to maintain practices adopted during the pandemic, such as the use of conference meetings (Turner et al., 2023). Several of these developments suggest an awareness of online learning as the future mode of education for most universities worldwide.

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Despite this trend, most existing research on online learning quality remains rooted in post-implementation evaluation (Jaggars & Xu, 2016; Xu & Xu, 2019), particularly classroom observations and student outcome measures collected after courses have already run (Reimer et al., 2016; Solanki & Xu, 2018). Far less attention has been paid to pre-implementation syllabus evaluation—a proactive approach that can reveal design gaps and misalignments before learners ever log into a course. Fischer et al. (2022) highlight that systematic analysis of the course syllabus offers a more economical and efficient alternative to in-class observations. Yet, within the specific domain of Global Diversity Awareness (GDA) in Teacher Professional Education (TPE), empirical studies of instructors' perspectives on syllabus design remain virtually non-existent.

Given the limited research on the GDA teaching syllabus, this study aims to evaluate the draft GDA syllabus for the TPE program offered offline. The primary objective of this study is to ascertain how program members perceive the necessity for modifications in terms of learning objectives, content, and methods if it is transferred to an online learning environment. Following these objectives, we address the following research questions to guide the exploration of instructors' perceptions:

1. How do TPE instructors perceive the learning objectives outlined in the draft GDA syllabus?
2. How do TPE instructors evaluate the relevance and completeness of the GDA syllabus content?
3. What modifications to instructional methods do TPE instructors recommend for effective online delivery of the GDA syllabus?

By centring eight instructors from two leading Indonesian education universities, this study fills that empirical gap—evaluating the draft GDA syllabus before online implementation so that targeted recommendations for modification can be made to ensure alignment and instructional quality from the design stage onward.

## Literature review

Although online learning is claimed not to have the same effectiveness as face-to-face learning, previous studies have revealed that the impact of online learning varies among individuals (Allen & Seaman, 2013; Fischer et al., 2022). Research by Fischer et al. (2020) and Xu and Jaggars (2013) suggests that the effectiveness of online learning depends on the readiness and characteristics of students. Students with low self-regulation often encounter challenges in sustaining their learning engagement in an online environment (Kizilcec et al., 2017; Xu & Xu, 2019). Due to the promising prevalence of online learning and the multiple impacts it may generate, there is also a need to evaluate its quality. This study aims to assess the course syllabus, which plays a crucial role in identifying students' requirements and guiding curriculum development (Amua-Sekyi, 2016; Baranovskaya & Shaforostova, 2017).

Alizadeh et al. (2019) stated that many guidelines and rubrics for online course design have been developed, with a strong focus on instructional design and course development. Despite the development of multiple design rubrics, few studies have explored how instructors themselves interpret and apply these frameworks, particularly in the context of GDA courses in TPE (Arifa & Prayitno, 2019). Among these existing frameworks, this study adopted the guidelines proposed by Fischer et al. (2022) as its primary reference. As part of the evaluation process, instructors' perceptions of the GDA online course were assessed qualitatively through open-ended reflection questions. To incorporate external perspectives, the existing syllabi were also reviewed by peers from other prominent teacher education institutions. These reviewers were selected by the research committee based on the relevance of their expertise to the course content. This external review followed an initial internal evaluation by the research team.

In this study, the quality of the syllabus was assessed through three key dimensions: learning objectives, content, and instructional methods (Fischer et al., 2022). Evaluating learning objectives is essential to ensure alignment with contemporary educational needs and advancements. This facilitates the acquisition of relevant and practical knowledge and skills by prospective educators for their future professional practice (Komarraju & Nadler, 2013). Learning design should facilitate

students' practice in self-assessment so that they can understand the extent of development in what they have learned and what needs to be learned further (Huang et al., 2023). Instructors can ensure that goals are achieved by implementing activities that maintain interaction between students and online content (Kordrostami & Seitz, 2022).

Evaluating the content and teaching methods incorporated in a newly developed syllabus has become imperative to address the evolving dynamics within the field of education education (Çepni & Şahin, 2012; Endorf, 2006). This is further supported by Cho and Cho (2017), who emphasize that student interaction with content lies at the core of all educational processes and can involve a range of activities that facilitate online learning, including reading, watching videos, engaging with multimedia content, and completing application-based tasks. Ultimately, these interactions will be intellectually stimulating, which helps increase their engagement and can help overcome various challenges that disadvantage them (Berg, 2020), as explained in the earlier part of the literature review.

This study also refers to Bandura's (1977) social cognitive theory, with particular attention to the concepts of self-efficacy and self-regulation, which present challenges in the transition from offline to online learning. Social cognitive theory considers students' cognitive development in an online environment as a social process driven by strong interactions between students and instructors, among peers, and with the content provided. The syllabus, as the main teaching tool, must be well-organized, including the delivery of materials and evaluation of learning objectives—each rooted in the type of interaction or teaching method used in an online course setting (Kim et al., 2022). Diverse interactions can support students in achieving learning goals (Woo & Reeves, 2007). In the context of cognitive theory, social impact increases the tendency of self-efficacy which improves students' self-regulation and performance during online learning (Alinejad-Naeini et al., 2021). With this in mind, the current study evaluates the GDA syllabus not only in terms of content and the coherence of methods and evaluation objectives, but also in terms of its potential to support students' psychological readiness for the demands of online education.

## Method

### *Design*

This qualitative research is based on focus groups with a sample of instructors from the Teacher Professional Education (TPE) program at two of the largest and best educational universities in Indonesia. These two universities were chosen for other considerations, namely, they accept a more diverse and larger number of students in the TPE study program compared to other educational universities, and they implement the teaching of Global Diversity Awareness (GDA). This research was conducted between September and October 2024.

The syllabus to be discussed for this research is provided by the TPE study program, which oversees the GDA program. The GDA syllabus has been collected from instructors, at least within the last year. The instructors were asked to share the syllabus they use or information about any modifications made, which we then treat as the de facto syllabus. The syllabus generally includes five topics, namely global diversity (topic 1), national diversity (topic 2), personal scale diversity (topic 3), school scale diversity (topic 4), and becoming a peace school (topic 5).

Although the syllabus was derived from a single program, the program's implementation in two universities with distinct institutional characteristics offers valuable insights into the variation of curriculum implementation contexts. This study can capture a comprehensive spectrum of practices within the same program framework by involving a diverse range of instructors.

### *Participant*

This study used a qualitative focus group approach to explore instructors' perspectives on the GDA syllabus in TPE. The principal researcher invited all instructors who were actively involved in the GDA program through the head of the study program. Of the invited instructors, 20 voluntarily agreed to

participate. These participants included four coordinators and 16 instructors, who were then divided into four focus groups.

We need to emphasize that this study has met the standards of qualitative research and the Declaration of Helsinki. This study has been approved by the research committee of Universitas Negeri Malang (28.5.180/UN32.14.1/LT/2024). Participants had previously received a questionnaire, provided written and verbal consent, received information about the purpose of the study and how the data obtained would be published, and the data was stored anonymously and could only be accessed by the researcher. To avoid psychological pressure and violence, we explained that all participants had the right to withdraw at any time without any consequences. Meanwhile, third-party approval from the institutions involved (i.e. the participating universities) was obtained through formal communication with the head of the program, who also helped facilitate access for focus group participants.

## Data collection

Before conducting the main research, we held a pilot focus group in August 2024 with four instructors, or one focus group. The most important objective of this preliminary activity is to test the clarity of the content and the relevance of the questions to be discussed. There are other benefits from this activity, namely that researchers can get accustomed to and practice how to lead the implementation of focus group activities.

Moderated focus groups were used in this study. The researcher, who also acts as the moderator, has prepared the focus group guide. Although all the syllabus assessment indicators have been covered, the order of questions and word choice differ for each focus group. Additional questions or probes are given depending on the participants' responses to the prepared questions. Focus group guidelines are prepared based on the question indicators formulated by Fischer et al. (2022), namely, the objectives include the alignment of learning or evaluation (learning objective) (a), and the content and methods encompass the organization of materials (contents), interpersonal interactions, and technology (b). However, it is important to remember that the protocol in focus groups emphasizes their impressions of the provided syllabus, not on reporting the instructors' efforts in implementing it. The questions asked in the focus groups were developed and reviewed by two experts in instructional design and educational research for face and content validity. Revisions were made based on their feedback to ensure the instrument was appropriate for use in the context of syllabus evaluation in an online learning environment, specifically GDA in TPE. The following sample questions guided each focus group discussion:

1. How well do the learning objectives outlined in the syllabus align with the demands of online learning? (objective)
2. Which aspects of the content or instructional sequence may need to be revised for an online setting? (content)
3. In your view, does the syllabus support meaningful interaction between students and instructors, and among students? (method)

The duration required by each group is 90 minutes. The information obtained from the initial group becomes the basis for developing questions in the next group. This approach is carried out with the aim of finding deeper patterns and new insights. Thus, questions continue to develop based on the amount of information revealed. All conversations are recorded using a digital voice recorder. However, the researchers also made handwritten notes in the form of memos to describe the unrecorded situations and conditions. Referring to one of the basic requirements of qualitative research that the language used is fluency, all discussions are conducted in Indonesian (Broadbent, 2017). The recording was transcribed using Microsoft Word software and translated into English with some adjustments.

## Data analysis

The data were analyzed qualitatively using the general principles recommended by Braun and Clarke (2006). First, two researchers independently conducted the analysis to generate categories. This analysis

was conducted through open coding, which allowed for unexpected categories or those implicitly related to the main themes. Second, each emerging category was compared to the previously established main deductive themes derived from the syllabus evaluation framework (Fischer et al., 2022). The independent results in categorization and theme identification of the two researchers were compared, and any differences were discussed to reach consensus. Thus, themes that emerged naturally from the research data (inductive) were returned to existing themes (deductive). This was done with the aim of providing a clear structure that was aligned with the initial framework, while remaining flexible to capture new categories that emerged. In other words, this analysis allowed the speech data to be expressed more freely while still adhering to existing thematic boundaries, ultimately enriching the second analysis with the results of the first analysis.

To ensure the reliability of the findings, we made a number of efforts. First, we involved several focus groups (data triangulation) to increase credibility. In addition, member checking was conducted for data reliability and confirmation, where participants could review and verify the accuracy of their statements after the data was analyzed and presented in the findings. Finally, the results of the thematic analysis showed that no new themes emerged in the fourth focus group, indicating that data saturation was achieved and supporting the adequacy of the sample for the context of this study.

## Result

### *Learning objectives and alignment*

The analysis of the program's assessment of the Global Diversity Awareness (GDA) learning objectives and their alignment can be distilled into the clarity of learning objectives and evaluations that support the achievement of the formulated GDA objectives.

#### *Learning objectives*

The program members assess that this syllabus has clearly stated the learning objectives at the beginning, followed by an explanation of the systematic sequence of tasks. FG1 commented, 'I feel that the training objectives have been clearly formulated, and the learning objectives are set with reference to higher-order thinking skills, detailing knowledge, attitudes, and practices'. Meanwhile, FG3 commented on the order of tasks, 'This syllabus covers various topics that are clearly ordered, which can facilitate students in following this training'.

However, other participants highlighted the alignment of learning objectives with the elements of the GDA program, particularly in connecting practice and knowledge. One of the FG2 participants explained, 'The course elements are quite aligned with the learning objectives, but how practice can be linked to theory should be emphasized in achieving the learning objectives comprehensively'. Furthermore, another participant suggested, 'This syllabus has provided many application examples, but it needs to clarify which topics are linked to which objectives, and how the relationship between knowledge and practice is more relevant to elementary schools'.

#### *Learning evaluation*

Evaluation in training, both formative and summative, has been established, but the instructors believe that the rubric used should be clearer and more transparent. FG4 as a whole agreed to make the statement, 'Learning evaluation, especially formative, to provide feedback on the activities carried out by students must be accompanied by a clear and transparent assessment rubric'. We strongly believe that students must understand what is being evaluated in each of their assignments. One of the FG1 participants also commented, 'In addition to ensuring that evaluations reflect learning objectives, a clear rubric will help students understand the expectations of the assignments given by the program members'.

On the other hand, formative evaluation is highlighted so that it does not only focus on assessment without providing more intensive support for students' learning behaviors, especially in terms of management and learning resources. Most of FG3 voiced the same sentiment, 'Evaluation not only has to align with learning objectives but also must be able to provide benefits for students in terms of

measuring progress and what they have achieved'. The same was expressed by FG1, 'I feel that students need more advice related to their learning, and this can be done with transparent evaluations'.

## Content and learning methods

### Course organization

The instructors highlight the organization of content from the perspective of flexibility. The program members assess that a well-structured course component makes it easier for students to access it. FG2 commented, 'I feel that the sequence of materials presented in this syllabus is very clear, students will easily understand what they need to study and what their assignments are'. FG3 also noted the same thing, 'The presentation of the core components is very clear, all online elements, such as materials, activities, and assessments are already in one platform, I think this makes it easier for participants'.

However, one of the other two focus groups assessed that the pre-arranged task calendar is indeed helpful in managing time, but in an online setting, flexibility is required. One of the FG1 participants explained, 'This syllabus will help students adhere strictly to the calendar, but in online program activities, there will be unexpected issues and the impact will be longer time. So, it would be better if this syllabus also revisits the possibility of some flexibility'. Meanwhile, a participant from FG4 suggested the possibility of a retake, 'All components in this syllabus are strictly regulated, so what about students who fall behind due to certain conditions like connection issues?' So, in my opinion, it is important to provide the opportunity to redo assignments with or without penalties. Meanwhile, the participants in FG2 had a different perspective on the issue of flexibility, namely the opportunity for extra credit to compensate for lost points, 'Learning in an online setting opens up the possibility of any issues related to connectivity'. The impact is that students might miss several important points from assignments and assessments. Therefore, it is necessary to provide opportunities for students to earn additional credits from existing assignments or extra tasks.

### Technology

In the technology theme, the program members responded positively to the accessibility of technology in the GDA training, but was ambivalent towards the technical support provided. The program members commented that this training does not require special software, as all learning processes can be conducted through standard website platforms, even for online settings. FG2 commented, 'This WKG training has been facilitated with a simple yet complete website'. Not only text, but also video materials. I think this is sufficient and makes it easier for participants to access, and even students can save it for offline study.

Reinforced by another focus group, FG1, by posing the question, said, 'We think what should be prioritized is the issue of ease and completeness, not sophistication and specificity'. This will be related to the support we can provide. So, I feel this is very sufficient and does not inconvenience those who might not have special devices and are hindered by the internet. This reinforces that online learning with a standard website will make it easier for students in terms of reducing access costs, such as unsubsidized internet connections.

On the other hand, regarding technical support, the program members acknowledges that instructors have not emphasized the explanation of the characteristics of online GDA. One of the participants, FG4, stated, 'We think that the syllabus should include an explanation at the beginning about the characteristics that differ from in-person implementation, so that students can be better prepared'. Another participant in the same group added, 'Students today are indeed proficient in technology, but additional support in the form of more detailed guidelines about the platform used still needs to be provided, especially since this training will be conducted entirely online'. Meanwhile, regarding the special channel for technical support, the program members mentioned the existence of social media channels, such as WhatsApp Group (WAG). FG3 commented, 'WAG is sufficient to provide a channel for technical assistance to students; it doesn't have to be us who respond. Students can help each other, so quick responses don't only come from the instructors'.

### *Interpersonal interaction*

From the aspect of interpersonal interaction, the program members assess that synchronous interaction between instructors and students, as well as interaction among students, is effective and collaborative. The program members respond positively regarding the provided synchronous interaction channels. FG3 commented, 'In the syllabus, the schedule is very rigid, detailing what the instructor and students will do, and the methods to be used. This greatly helps the instructors to organize interaction sessions with students, as well as student-to-student interactions in a more in-depth manner'. Meanwhile, FG1 also gave a positive response, 'The program members provides sufficient examples with very strict time management in brainstorming, simulation, or game sessions, which is important as a model for every micro-teaching practice'. Regular time, however, impacts the quality and active participation of all students. Additionally, one of the FG1 participants also provided additional positive feedback that they need to engage in interactions outside the formal sessions in the syllabus, whether through direct, asynchronous, or synchronous discussions.

On the other hand, although the interaction between instructors and students, as well as among students, went well, there are negative notes from the instructors regarding ethical guidelines and differences in online interactions during this training. FG2, providing a message for improvement, said, 'Although in practice, the interaction between students and instructors went well and there were no significant issues, I think it would be better if ethical guidelines for this training were still provided'. In another focus group, FG3 also made a similar comment, 'This program was initially conducted in-person and then its potential for online delivery was evaluated'. Clearly, both are different environments. There is also the potential for problems in interactions, so it is better to anticipate this with rules.

## Discussion

This research describes the qualitative assessment process of program members regarding the characteristics of a syllabus for a program that will be implemented in an online setting. This research needs to be conducted as one of the initial efforts to utilize the existing program syllabus to draw a conclusion about the online course syllabus that will be realized without having to observe the learning program. Although the de facto syllabus employed in this research is derived from the offline syllabus, the instructors' perceived alignment between the GDA learning principles and their teaching practices underscores the adaptability of curriculum frameworks. This adaptability can be prescriptive or flexible, depending on the institutional and pedagogical context.

In essence, while the specific context of this study is the GDA syllabus, its findings contribute to the broader discourse on curriculum coherence and instructor agency within national TPE. This study emphasizes how local interpretations of a nationally framed syllabus can illuminate issues pertinent to curriculum studies and TPE development in the digital era. The program members assess that this program syllabus has been designed to encourage interpersonal interactions, especially among students, enhance knowledge about diversity insights, and also develop skills to implement them in their respective schools.

We realize that this research contrasts with the principle that assessing the quality of learning should be through course evaluation. However, this research will serve as a faster early warning system without having to expose students to programs that are already set in the syllabus. This will certainly be different from other research, which also utilizes institutional data during lectures to evaluate the progress of the program (Jayaprakash et al., 2014; Kemper et al., 2020). Thus, this research provides several early warnings in every aspect of online learning characteristics related to learning objectives and alignment, course organization, interpersonal interaction, and technology (Fischer et al., 2022; Jaggars & Xu, 2016). Therefore, this discussion will focus on the negative aspects of each indicator formulated by Fischer et al. (2022), that serve as early warnings for programs that were previously conducted in-person transitioning to online learning, particularly for the GDA program implemented in TPE at several universities in Indonesia.

### *Learning objectives*

Related to objectives and alignment, the program members assess that the syllabus must be able to connect the taught content with factual events in the field (Leftwich et al., 2022). This effort is considered one

of the appropriate ways to attract students' interest and increase their motivation, thereby enhancing interaction and communication among them, which is also related to the content and teaching methods. From a theoretical lens, aligning content with real-life experiences can enhance students' self-efficacy by reinforcing their belief in the relevance and applicability of what they learn (Bandura, 1977). This program is introduced not only to show students about the knowledge of diversity but also how to apply it in teaching their elementary school students. Although this training offers microteaching training to be applied in schools, its relevance to school conditions needs to be explored by the students. Thus, the existing syllabus is still considered to have an account deficit, where the experience offered to students is more theoretical (Björck, 2020). In other words, there seems to be a need to enhance dialogue between students and the school to develop a collaborative account, which idealizes the relationship between academia and the real world, representing theory and practice.

### *Learning evaluation*

Still related to evaluation, the use of rubrics in online learning settings remains an issue. There are several causes that can explain this. First, the perspective of students and program members often distinguishes the use of the term 'authentic' from the words 'real' and 'practical' in life (Morley & Jamil, 2021). In fact, the relevance of theory and the real world is an extension of authentic learning and authentic assessment (Radović et al., 2021; Villarroel et al., 2018). Authentic assessment is then translated into the use of performance rubrics (Fawns et al., 2025), which then the program members and students prefer the use of the terms practice and real world. Second, although rubrics have been widely introduced and developed, it must be acknowledged that the implementation of rubrics is less studied compared to the design of rubrics (Brookhart, 2018; Panadero & Jonsson, 2020). As also conveyed by Panadero et al. (2024) that this serves as a relevant warning for the rubric field in online settings, as the implementation of the rubric directly affects how students understand what will be assessed and what is expected by their instructors. Clear, structured rubrics may support self-regulation, a key construct in social cognitive theory, by helping students monitor their own progress and adjust their learning strategies (Bandura, 1977).

### *Content organization*

From the aspect of content organization, in line with what was found in the latest research by Qin et al. (2024) about the new dimensions of the digital divide, we found that the main issue is about the absorption gap. This is not unrelated to the change in the GDA program from offline to online, which certainly has different characteristics (Selvaraj et al., 2021). As has also been conveyed by Kizilcec et al. (2017) and Xu and Xu (2019) that online learning requires strong self-regulation skills, as students are expected to manage their time, motivation, and focus independently. This resonates with Bandura's framework that identifies self-regulatory capability as crucial in autonomous learning environments. Additionally, the online learning syllabus should also offer flexibility in revisiting the material presented, which flexibility can address poor connectivity issues in certain areas (Qin et al., 2024). Such flexibility will impact the uniformity of online learning strategies among all students.

### *Technology*

In terms of technology, we found that direct support from instructors regarding technical problems experienced by students is a more important issue compared to the infrastructure. Thus, referring to Zabri's et al. suggestion (2023) that instructors must be able to develop concern for students and create interpersonal communication about course topics, such as technical technology issues. In other words, social influence is also one of the most important supporters in the transition from offline to online learning. This again aligns with Bandura's view of reciprocal determinism, where environmental factors (such as instructor support) interact with personal factors (such as student motivation) and behavior. In this context, the program members as the organizer must play an important role in accepting this change based on its capacity to control the implementation of the program in an online setting (Lin & Yu, 2023).

### *Interpersonal interaction*

Responding to the emerging social influence, the program members can introduce ethics education in communication across all courses and learning programs, not just in ethics courses (Ballard et al., 2014). Groshek & Conway's research findings (2013) also explain the same thing that the development of ethics can occur in courses without an explicit focus on ethics. This explanation is certainly very relevant for the development of interaction ethics in online learning. Furthermore, scholars also suggest that ethics can be taught through pedagogical methods such as case study analysis (Ballard et al., 2014; Canary et al., 2014), where this method is also emphasized in the GDA program. For that reason, this method or approach can be used to achieve the expected content and learning methods, as outlined in the syllabus of the online GDA program, in eliminating the absorption gap. Importantly, structured case-based interaction can also foster social learning, another key tenet of Bandura's theory, by allowing students to model appropriate communication and reasoning behaviors through vicarious experiences.

## Conclusion

In conclusion, while the syllabus was initially thought of as a document that guided instructors in implementing instruction, this study revealed that instructors can articulate early warning signs that faculty and universities should consider when developing online instruction, or when transitioning from offline to online learning in a relatively short period of time. This research highlights the importance of considering syllabus design characteristics when designing online learning. Gaining insights into the aspects that need to be anticipated when learning shifts from face-to-face to online, in terms of objectives and alignment, as well as content and teaching methods, can be beneficial for adjusting treatments and support according to students' needs.

### *Implications of the study*

In this study, our main finding is that the challenge of transitioning GDA learning from offline to online is the absorption gap. It is very important for mental health and student well-being services to address this by strengthening interpersonal interactions, namely by designing technical and non-technical support for students quickly and creating an ethics guide that regulates interpersonal communication during learning. Administrators and institutions also need to enhance the experience of rubric implementation in online environments. This initiative can also be achieved by enhancing students' understanding of authentic learning and the real world.

In some cases, faculty may still use a syllabus that is very similar to the face-to-face mode without significant modifications. Therefore, this study effectively provides guidance for online learning strategies and curriculum developers to have a deep understanding of the aspects of the syllabus that must be present in the online environment and its differences from face-to-face learning. In other words, this study can provide insight into how instructors can use the syllabus to make informed decisions about the online format in online learning (O'Dea & Stern, 2022) from the course syllabus that is already available and easily obtained obtain (Fiesler et al., 2020; Fischer et al., 2020). Initial evaluation efforts with the syllabus can be more resource-efficient than classroom observations (Waxman et al., 2004), and can explain some student grades or predict student performance (Fischer et al., 2022).

Although this study is situated within the specific context of GDA programs in TPE program implemented at two leading universities, it offers broader insights into how instructors within the same professional program comprehend and execute co-curriculum design across diverse institutional settings. Furthermore, by prompting instructors to assess their syllabi in light of the potential for online delivery, this study extends the analysis toward curriculum adaptation and digital transformation in TPE. These findings contribute to the existing literature on online syllabus design, instructor autonomy, and curriculum responses to online pedagogical demands.

### *Limitations*

In terms of other limitations, the results of this study are based solely on the qualitative perspective of the program members. Another limitation is that this research only represents the instructors from two

universities. Therefore, generalization in this research cannot be applied to other universities or to online syllabi in other educational programs because we can assume that the assessments expressed by the program members of a particular university are applicable to other contexts. However, we must emphasize that the inability to generalize is part of the nature of qualitative research and does not mean it is a research of no value. However, this research has provided information on how instructors, as the spearhead of GDA implementation, can generate theoretical insights that can be tested elsewhere and in other programs. Furthermore, these findings can also assist educational policy and service providers in considering what needs to be prepared ahead of the implementation of online learning. However, as far as we know, the online teaching methods at various universities in Indonesia have almost the same characteristics, so our research results may represent the general assessment of online learning syllabi.

### *Future studies*

From the perspective of the success of this research in capturing various early warnings in all assessed aspects, this research offers hope for the same approach to identify other online courses, which means an expansion from GDA to other educational disciplines. In other words, the findings related to the presence of social influence and facilitating conditions bear similarities to the theoretical framework of technology acceptance. The potential direction for future research is to investigate this topic by utilizing various technology acceptance theory frameworks or extended models to assess the components of the online syllabus.

This study was conducted only focusing on qualitative aspects of lecturers' perceptions, future research can integrate quantitative strategies to produce generalizable insights. This can be done by survey research using questionnaires or assessment scales developed referring to Fischer indicators. In addition, quantitative research can be continued by examining how the characteristics of the syllabus relate to student learning outcomes. Although this effort is not included in this initial detection before the lecture is carried out, this approach can enrich understanding related to the comparison of various educational contexts. In addition, we need to emphasize that this qualitative research was conducted with a traditional approach, so future research can be expanded by adopting participatory and visual-based qualitative approaches, such as Online Photovoice (OPV), Online Interpretative Phenomenological Analysis (OIPA), or Community-Based Participatory Research (CBPR). As explained by Doyumğaç et al. (2020), Tanhan et al. (2021), Tanhan and Strack (2020), and Dari et al. (2023), a number of these methodologies can provide context-rich insights into syllabus practices in online environments because they can capture information on emotion regulation, learning strategies, and instructor identities interacting with various syllabus designs in online environments.

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