

Assessment of Students' Ability to Prepare Outcome-Based Education Lecture Presentation Materials

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Abstract: This research aims to evaluate students' ability to prepare OBE-based lecture presentation material. Carried out with a qualitative approach, the subject of this research was presentation material from the students of doctor of education study program, FKIP Universitas Bengkulu for the subject of Comparison of Education Systems Between Countries. The research results prove: (1) the learning objectives formulated by students are directly related to the material contained in the references, but the touch is still weak on the vision and mission of the study program or institution; (2) the material presented has quite strong relevance to the formulation of learning objectives; (3) there are four aspects that stand out in presentation material, namely those related to clarity, flexibility, comparison, and involvement; (4) internal and external support is still weak for the possibility of transforming learning outcomes; (5) the strategy for transforming best practices in many countries into the Indonesian situation has been touched upon quite well; and (6) the results of the assessment and feedback on the lecture material are a separate focus.

Keywords: Comparative Education, Lecture Presentation, Outcome-Based Education

A. Introduction

Universities are currently required to be able to change and transform learning towards outcome-based education (OBE) (Donnelly, 2007). The OBE approach encourages students to understand the final results and create a product in each learning session (Allais, 2007). The idea of learning with the OBE approach is an integral part of global higher education program plans, including in Indonesia. In the independent campus era, the OBE approach provides strong support for improvement main performance indicators (MPI) for higher education. Other programs are improving higher education institutions, competitive and matching funds, improving the quality of human resources, improving the quality of learning and student affairs, and institutional development.

Academically, the OBE approach is not completely new. In the 1960s, a wave of inquiry into the nature of learning and teaching emerged in response to changing conceptions of students as workers and learners (Malan, 2000). In this context, learning with an OBE approach emerged as a way to focus more on developing skills for real-world contexts than traditional approaches that focus on memorizing facts and figures.

Based on the above background, this research was conducted to evaluate the problem of students' abilities in preparing OBE-based lecture presentation materials. The study was carried out at the doctor of education study program, FKIP Universitas Bengkulu. Learning activities take the form of exploration, assessment, interpretation, synthesis, and information mining by students. Students constructively carry out learning activities with real action on problems and questions that are meaningful, real and relevant.

The essence of the OBE approach emerged as a way to focus on skill development in a real-world context rather than traditional approaches (Kaliannan & Chandran, 2012). Currently, the OBE learning approach is increasingly popular in higher education, including elementary and secondary schools.

The benefits of OBEs in higher education are almost limitless. OBE is a student-centered pedagogy that promotes independent research and discovery, including library research, which stems from the broader concept of inquiry-based learning experiences (AAP, 2009). Students engage with meaningful tasks that are connected to their daily lives and real-world contexts (Ministry of Education and Culture, 2020). Lecturers guide students in carrying out OBE projects in a learning context, and on the same occasion students take a leading role.

Essentially, an OBE is an immersive experience, giving students the opportunity to apply their knowledge and skills in a meaningful way (David, 2020). Learning with the OBE approach benefits students and universities in many ways. Some of these are to improve the curriculum based on real-life experiences, prepare students to enter the world after graduation, increase student retention and engagement rates, better employment outcomes, professional advancement of graduates, strong relationships with industry, excellence and competitiveness, and others (Varsha, 2020).

Educators often use projects in class, but do they do so effectively. Projects are great for assessing learning and getting students away from more typical activities. The OBE approach is also a good place to inject student creativity in their interactions with lecturers (Williams & Williams, 2011).

The term 'OBE learning', however, refers to something a little different from the usual projects. This is a teaching method that uses projects over a longer period of

time with quite strong academic objectives (Thomas, 2000). The OBE approach stems from a pedagogical tradition that asserts that students learn best by experiencing and solving real-world problems. According to Thomas (2000) the OBE approach basically involves the following: (1) students learn knowledge to solve realistic problems, such as those that would be solved in the real world; (2) increasing student control over their learning, (3) educators who function as coaches and facilitators of inquiry and reflection; and (4) students usually work in pairs or groups (Anita, 2020).

B. Methods

The research was carried out using a qualitative approach to evaluate the ability of the students of doctor of education study program, *FKIP Universitas Bengkulu*, in preparing lecture presentation materials using the OBE approach. The nature of research is not to test hypotheses or make generalizations.

Qualitative research is carried out to understand the phenomena experienced by research subjects with descriptions in the form of words and language, in a natural context and utilizing various scientific methods (Edutopia Weekly, 2021). Data validity is carried out by source triangulation. Qualitative research requires in-depth study, not just hearing about what and how qualitative research is, but understanding it fully so that the scientific work process can produce products that meet objective criteria (Danim, 2018).

The focus of this research is: (1) What is the student's ability to formulate OBE-based learning objectives related to the vision and mission of the study program?; (2) How is the relevance of the presentation material seen from the formulation of the learning objectives to be achieved?; (3) What kind of presentation strategies do students use to achieve learning objectives in accordance with the OBE criteria?; (4) What are student activities to achieve learning goals using the OBE approach?; (5) What kind of transformation strategies are offered by students to implement best educational practices in other countries into the education and learning system in Indonesia?; (6) What are the results of the assessment and feedback on the OBE-based student lecture material?

The place of this research is the doctor of education study program, *FKIP Universitas Bengkulu*. The research period is 5 months, starting from July-November 2023, with activities consisting of preparing lecture materials, presentations and discussions for the Comparison of Education Systems Between Countries course. The number of presentation materials analyzed was 12 pieces. Data analysis using techniques developed by Moleong (2013) and Danim (2020), with stages of data reduction, data display, and conclusion or data verification. For the validity and reliability of this research, triangulation was carried out, including data, methods, sources and theory.

C. Results and Discussion

Students' ability to formulate OBE-based learning objectives is linked to the vision and mission of the study program

Learning objectives formulated by students are directly related to the material contained in various sources (Sewagegn, 2020; Faulconer, 2017). The formulation of objectives has not been strongly linked to the vision and mission of the study program or institution (Giusepponi & Tavoletti, 2018; Crebert, 2000). Substantive mastery is more of a concern for students, but it is less related to the urgency of the material for their lives in society and in the world of work. Students are more likely to understand the material presented as it is according to the source used as a reference and is limited to reaching the final goal linked to learning outcomes in accordance with the program's vision and mission.

The OBE approach to learning is ideally linked to the mission and vision of the institution as a reflection of graduate competency. This is outlined in accordance with the essence of vision and mission which play three important roles: (1) communicating organizational goals to stakeholders, (2) informing strategy development, and (3) developing measurable goals and objectives that can be used to measure the success of organizational strategies (Vegas et al., 2020). Achieving learning outcomes in accordance with the vision and mission of the institution will help students make important career decisions in the future and remind them about the direction they want to take in life (Vina & Raida, 2021).

The Relevance of the Material Presented is Seen from the Formulation of the Learning Objectives to be Achieved

The material presented by students has relatively strong relevance seen from the formulation of the learning objectives to be achieved. This course presents discussions and similarities, advantages and disadvantages of implementing education in Asia, Europe and the Middle East, so that it can be used to foster an open attitude and broad insight into the conditions of education in a country when compared with Indonesia (Jetton & Alexander, 1997).

Judging from the objectives and scope of the material presented, students are able to examine the comparative basics and conditions of existing education systems and policies in several countries in Asia, Australia, Europe, America and the Middle East as intended. Especially related to background, history, philosophy, structure, characteristics, quality assurance, etc. Studies on education between countries are always compared with education systems and policies in Indonesia so that similarities and differences are found.

Student Presentation Strategies to Achieve Learning Objectives in Accordance with OBE Criteria

In terms of presentation strategy, there are four aspects that stand out. *First*, clarity, where student presentations have focused on results creating clear expectations about what needs to be achieved at the end of the course. That way, students understand what is expected of them and lecturers will know what they need to teach during lectures.

Second, flexibility, students have a clear understanding of what needs to be achieved, although they are still unsure about how the transformation will take place at their respective institutions. Indeed, the OBE approach does not specify a particular teaching method, so lecturers are free to teach their students using any method. Lecturers can also recognize diversity among students by using various teaching and assessment techniques during class. The OBE approach in this lecture framework is intended to be a student-centered learning model (Butler, 2004).

Third, comparison, the OBE approach within the framework of this course is carried out by students from different institutions, namely experience in many countries and in Indonesia. This gives rise to new thinking for students to transfer best practices from the system in force in the country.

Fourth, involvement. With the OBE approach, student involvement in discussions is very important and dynamic. Students carry out their own learning, so as to gain a complete understanding of the course material. Increasing student involvement allows them to feel responsible for their own learning, and they have to learn more through individual learning (Tam, 2014).

Student Activities to Achieve Learning Objectives Using the OBE Approach

The OBE approach in the learning process for this course is supported by several things, namely: (1) almost all students can learn and succeed, despite the fact that not all at the same time or in the same way; (2) successful learning in certain lecture sessions encourages even more successful learning; and (3) lecturers can control the conditions that determine whether students are successful or not in studying in the lecture hall.

The results of a more in-depth study of student activities to achieve learning objectives using the OBE approach within the framework of this course are presented below: (1) not all students have deep interest during discussions; (2) students tend to trust each other's opinions, although they often make the lecturer's opinion final; (3) each student who is a member of the group can collaborate in learning, even though they sometimes appear to be competing; and (4) all students have a positive attitude in interacting with their colleagues (Kennedy, 2011)

The Transformation Strategy Offered

At the end of each presentation, students put forward the transformation strategies offered by them to implement the best educational practices in other countries into the educational learning system in Indonesia. Conceptually, students have initiated ways to transfer best educational practices in the countries studied to be transformed in Indonesia.

For students, at the most basic level, transferring best practices involves finding processes or activities that an educational institution can do well and translating those same tactics to other parts of the institution or possibly elsewhere (Killen, 2007). Conceptually, students can transfer practices between locations, business units, functions, or teams at their respective institutions. In addition to promoting standardization across institutions, the transfer of best practices helps institutions change key metrics such as cost margins, and cycle times.

Table 1. Assessment results and feedback on OBE-based student lecture material

No.	Principles	Realities
<i>Clarity of focus</i>	Students are given information about the expected results of learning activities or assessments. Lecturers need to have a clear focus on what students want to achieve.	The relatively limited discussion time resulted in students receiving less information on learning outcomes. Lecturers encourage students to focus on what they want to achieve, even if only part of it becomes a reality.
<i>Design down</i>	The essence of OBE is to start with the end in mind - namely results. The learning outcomes for each subject session are developed from experience in other countries and allow their application in Indonesia.	The essence of OBE emphasizes the goal or end result. Learning outcomes for each subject session have been developed from experience in other countries, although it is not always possible to apply them in Indonesia.
<i>High expectations</i>	Every student must develop their potential to the maximum, down to the philosophical level. Diversity needs to be accommodated. Lecturers maximize opportunities for each student with new ideas to transform ideas in a real way.	The development of student potential must be pursued optimally, down to the philosophical level. Student diversity has been accommodated. Lecturers maximize opportunities for students to convey new ideas for real transformation, even though they may not become reality immediately.
<i>Expanded opportunity</i>	The OBE approach expects all students to succeed, although not necessarily at the same time and in the same way. More time to determine the transformation strategy in Indonesia.	The OBE approach is packaged by expecting all students to succeed, even though it cannot be realized at the same time and in the same way. Lecturers and students have limited time to determine their transformation strategy in Indonesia.

D. Conclusions

Learning objectives formulated by students are directly related to the material contained in various sources. The formulation of objectives has not been strongly linked to the vision and mission of the study program or institution. The material presented by students has quite strong relevance to the formulation of learning objectives to be achieved. Their presentation is about discussions and similarities, advantages and disadvantages of implementing education in Asia, Europe and the Middle East, so that it can be used to foster an open attitude and broad insight into the conditions of education in a country when compared with Indonesia. In terms of presentation strategy, there are four aspects that stand out, namely those related to clarity, flexibility, comparison and clarity. Student delivery has focused on learning outcomes to create clear expectations about what needs to be achieved by the end of the course, although its flexibility and comparative nature are not yet outstanding.

The OBE approach in the learning process for this course is supported by several things, namely: (1) almost all students can learn and succeed, even though in fact not all at the same time or in the same way; (2) successful learning in certain lecture sessions encourages even more successful learning; and (3) lecturers can control the conditions that determine whether students are successful or not in studying in the lecture hall. At the end of each presentation, students present their transformation strategies offered to implement best educational practices in other countries into the educational learning system in Indonesia. Conceptually, students have initiated ways to transfer best educational practices in the countries studied to be transformed in Indonesia. The results of assessment and feedback on OBE-based student lecture material have shown clarity of focus, design, high expectations, and expanded opportunities for transformation in the Indonesian situation.

Students' ability to formulate OBE-based learning objectives must be reflected in relation to the vision and mission of the study program. Students need to strengthen the relevance of the material presented to the formulation of the learning objectives they want to achieve. The presentation strategy carried out by students to achieve learning objectives must be strengthened with the support of field realities so that they truly comply with the OBE criteria. Students must stimulate themselves to be more active to achieve learning goals with the OBE approach. Operational steps are needed so that the transformation strategy for best educational practices in other countries offered by students can be transformed into the education and learning system in Indonesia. The results of assessments and feedback on OBE-based student lecture material need to be discussed together between lecturers and students so that there is a common perception.

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