An Outcome-based Education Curriculum in Indonesia's Higher Education: ELT Lecturer Perceptions of Policy Implementation

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Doctor of Philosophy

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CERTIFICATE OF ORIGINAL AUTHORSHIP

I, Restu Mufanti, declare that this thesis is submitted in fulfilment of the requirements for the award of Doctor of Philosophy, in the School of International Studies and Education, Faculty of Arts and Social Sciences at the University of Technology Sydney.

This thesis is wholly my own work unless otherwise referenced or acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

This document has not been submitted for qualifications at any other academic institution.

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Restu Mufanti

Date: May 2025

DEDICATION

I was born into a family and circumstances lacking privilege, yet that very lack has become my greatest privilege. Allah is my strength, my foundation, and my greatest privilege in facing life's challenges and solving problems that often require wealth, powerful connections, or power to overcome. I lack all these, but I have Allah as the greatest privilege and my ultimate protector.

In memory of my mother, Anis Winarni, who was diagnosed with stage 4 cancer just as I received the news of my acceptance to UTS. Her strength in facing life's challenges and her struggle with the disease gave me the courage to persevere despite our lack of privilege. Your unwavering support and love have been my anchor, shaping me into the person I am today.

I dedicate this work to my cherished family, Dr. Andi Susilo and Meutea Orchidta Asyraf Susilo. You are my soulmate and the most precious treasure I have in this world. Thank you for sacrificing so much and putting your careers on hold to stay by my side. You understand me better than anyone. Your love and support have been my greatest strength throughout this PhD journey. You are my world. Thank you for believing in me and always standing by my side.

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STATEMENT OF FORMAT OF THESIS

This thesis follows a conventional format:

- An introduction to the research study and a justification of how it adds to knowledge in the field.
- A review of the literature.
- A description and justification for the research approach and methods.
- A presentation of results.
- A discussion and conclusion.

Part of the data presented in this thesis has been previously published in Social Sciences & Humanities Open Journal (Scopus Q1/SJR 0.69):

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APSPBI	*Asosiasi Program Studi Pendidikan Bahasa Inggris* (English Language Education Study Program Association)
CBC	Competency-based curriculum
CBI	Content-based instruction
CPL	*Capaian pembelajaran lulusan* (graduate learning outcomes)
DIKTI	*Pendidikan Tinggi* (Higher Education)
DIKTIS	*Pendidikan Tinggi Keagamaan Islam* (Islamic Higher Education)
DITJEN DIKTI	*Direktorat Jenderal Pendidikan Tinggi* (Directorate General of Higher Education)
ELESPA	English Language Education Study Program Association
EFL	English as a Foreign Language
ELT	English Language Teaching
FoL	Freedom of Learning
GLO	Graduate learning outcomes
HE	Higher Education
INQFs	Indonesian National Qualification Frameworks
KBI	Kurikulum berbasis isi (Content-based curriculum)
KKNI	*Kerangka Kurikulum Nasional Indonesia* (Indonesian National Qualification Frameworks)
LO	Learning outcomes
MBKM	*Merdeka Belajar–Kampus Merdeka* (Campus for the freedom of learning)
NES	National Education Standards
OBE	Outcome-based education
PIS	Participant information sheet
RISTEKDIKTI	*Riset, Teknologi dan Pendidikan Tinggi* (Research, Technology and Higher Education)
SKL	*Standar kompetensi lulusan* (Graduate competency standards)
SN-Dikti	*Standar Nasional Pendidikan Tinggi* (National Standards for Higher Education)
TEFL	Teaching of English as a Foreign Language

GLOSSARY

This section offers definitions of operational terms to prevent potential misinterpretation resulting from ambiguous terms used in this study. Key operational terms are defined as follows:

- **Curriculum** – The term 'curriculum' aligns with the Indonesian Ministry of Education and Culture Regulation No. 3, 2020, regarding the national standards of Indonesia's higher education. It is a set of plans and arrangements regarding the objectives, content, and teaching materials, as well as the methods used as guidelines for implementing learning activities to achieve the goals of Higher Education.

- **ELT lecturers** denote the research participants in this study, referring to university lecturers who specialise in teaching English as a foreign language. Their expertise encompasses various aspects of language learning, including listening, reading, speaking, writing, grammar, and vocabulary, as well as teaching methodologies and applied linguistics.

- **English study program** is an academic program or department within a university or college that specialises in the English language, literature, and related fields. In this study, 'study program' and 'department' are used interchangeably, with a focus on the undergraduate level.

- **Graduate Competency Standards** refer to the minimum criteria for graduate qualifications, which include attitudes, knowledge, and skills expressed in the formulation of Graduate Learning Outcomes (Ministry of Education and Culture Regulation No. 3 of 2020, Article 5 (1)).

- **Higher education** is the educational level after secondary education, which includes diploma programs, bachelor's programs, master's programs, doctoral programs, professional programs, and specialist programs, which higher education institutions organise.

- **Higher education curriculum** is the curriculum developed by Higher Education Institutions in Indonesia in accordance with the National Standards for Higher Education, known as SN-Dikti, which encompasses the development of intellectual abilities, noble character, and skills (Law No. 12 of 2012 on Higher Education, Article 35, paragraph 2).

- **Higher education institutions** are educational organisations that offer degrees after high school. These include universities, colleges, and technical institutes. Hence, the terms "higher education" and "university" refer to the same educational level, and both terms will be used interchangeably throughout this thesis.

- **Learning outcomes** refer to the abilities acquired by internalising knowledge, attitudes, skills, competencies, and accumulating work experience (Presidential Regulation No. 8 /2012 about the Indonesian National Qualification Framework).

- **Lecturers** – the term 'lecturers' generally refers to educators who teach at universities, whereas the term 'ELT lecturers' is used specifically to refer to the research participants.

- *Merdeka Belajar–Kampus Merdeka* (Freedom of Learning–Independent Campus), commonly known among lecturers in Indonesia as the *Merdeka Belajar*, is an educational reform initiative designed to grant universities greater autonomy and flexibility. This initiative empowers universities to tailor their curricula to better meet students' needs and societal demands. The term '*Merdeka,*' meaning 'freedom,' harkens back to the nation's struggle for independence, evoking images of young revolutionaries shouting for freedom and the iconic *Merdeka* statue at Monas. This word carries deep historical significance, symbolising the nation's hard-fought struggle, patriotism, and enduring spirit of independence.

- **National Education Standards** are the minimum criteria for learning at the higher education level across all higher education institutions in Indonesia (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020).

- **OBE-driven subject outline** is a curriculum document developed by lecturers using OBE principles. It summarises the main topics and activities covered in the subject, detailing the subject structure, objectives, assessment methods, and resources, all designed to help students achieve the learning outcomes.

- **Outcome-based Education (OBE)** is an educational framework that structures every aspect of the educational system around clearly defined, predetermined goals to ensure all students achieve specific, measurable outcomes in terms of knowledge, skills, and attitudes. Some scholars use the term 'outcome-based education' while others use 'outcomes-based education,' but both terms have the same meaning. This study consistently uses 'outcome-based education,' except when quoting other scholars who use 'outcomes-based education.'

- **Perceptions, understanding and interpretations** – In the context of implementing the OBE curriculum policy, these terms refer to interrelated aspects of how stakeholders, particularly lecturers, perceive, grasp, and implement the policy. Perceptions refer to how lecturers see or view the OBE policy, including their responses, opinions, beliefs, and attitudes towards it. For instance, they may perceive it positively or negatively or assess whether they believe it meets contemporary educational needs. Furthermore, understanding refers to the lecturers' level of comprehension and knowledge of the OBE policy, including its aims, contents, techniques, and expected outcomes. Understanding entails comprehending the rationale behind specific curriculum modifications, their alignment with educational objectives, and their intended implementation. Moreover, interpretations pertain to the way lecturers understand or construe the OBE policy. This may involve modifying subject outlines, instructional materials, and evaluation procedures to better align with the concepts of OBE, drawing upon their knowledge and perspectives.

- **SN-Dikti** refers to the National Standards for Higher Education. It is a set of standards, including the National Education, Research, and Community Service Standards (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020).

- **Subject outline** – The term 'subject outline' refers to a document that provides essential information about a specific subject or unit. It includes the learning objectives, learning outcomes, assessment methods, reading materials, policies, lecturer information, and a schedule of topics to be covered over one semester. The terminology may vary by institution and country, and it is also known as a unit outline. In Indonesia, 'subject outline' is used interchangeably with 'course outline,' although they typically refer to different things. While a subject outline details a specific subject or unit within a course, a course outline provides an overview of the entire course or program, covering multiple subjects or units, including overall goals, requirements, and general assessment methods. The subject outline is determined and developed independently by lecturers or collaboratively with other colleagues within a study program.

- **Teachers** – The term 'teachers' is used more broadly to encompass educators at the primary/secondary school levels or higher education levels within the general context.

ABSTRACT

An Outcome-based Education Curriculum in Indonesia's Higher Education: ELT Lecturer Perceptions of Policy Implementation

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Outcome-based education (OBE) has emerged as a global framework for educational reform, promoting a learner-centred approach to curriculum design. It aims to align learning outcomes with the knowledge and skills needed to meet the evolving demands of society and industry. Current research lacks a comprehensive investigation of the nationwide implementation of OBE curriculum policy across different regions and universities. Despite its widespread recognition in some countries, the implementation of OBE in classroom practice faces challenges and criticism worldwide, including in Indonesia's higher education system. Furthermore, there is a gap in understanding lecturers' views on the requirements of the OBE curriculum, their practices in designing and implementing OBE-driven subject outlines, the specific challenges they encounter, and the support they need for effective implementation. This research aimed to address these gaps by investigating English Language Teaching (ELT) lecturers' perceptions of OBE policy implementation and exploring how they manage the transition from policy to practice.

This research was predominantly qualitative, utilising a case study design. Data were collected through a national survey and interviews with university lecturers. An online survey conducted via Qualtrics involved 632 ELT lecturers from 31 provinces, followed by in-depth interviews with 27 participants from various universities across the country. The closed-ended survey data, based on a 5-point Likert scale, were analysed using descriptive statistics. Data from open-ended survey items and interviews were coded and analysed using NVivo 12.

The results indicated that ELT lecturers perceived the aims of the OBE policy as minimally met, with significant gaps between its expected goals and actual outcomes in practice. Three main findings support this conclusion: the quality of higher education remains stagnant, student

competencies are lacking, and graduates are deficient in job-related skills. The study found that, in general, ELT lecturers hold positive views on the OBE policy due to its potential to equip learners with real-world applications of knowledge and skills and to enhance their engagement and achievement through measurable learning outcomes. However, this positive perception often does not lead to immediate changes in their attitudes and teaching practices.

The study identified three dimensions impacting ELT lecturers' work: operational, pedagogic, and cultural. At the operational level, systemic changes are required, including designing OBE-driven subject outlines, developing learning outcomes, and incorporating appropriate teaching methods, assessments, and materials. Pedagogically, lecturers are expected to implement the selected methods and assessments to help students achieve the learning outcomes. However, they often struggle with designing learning outcomes and implementing new pedagogies, such as project-based and active learning, due to inadequate training and resources. This has led to an overemphasis on assessment, demanding tangible outputs from students. Culturally, the study found that lecturers often exhibit an overly enthusiastic response to curriculum changes without critical analysis. These cultural mores hinder open discussion and critical feedback, potentially overlooking weaknesses in policy implementation.

The study further identified key challenges for ELT lecturers, including internal factors such as professionalism and curriculum design ability, and external factors such as limited infrastructure, inadequate facilities, student attitudes, and financial constraints. It also highlighted supportive factors, including leadership commitment, necessary resources, a supportive work environment, adequate infrastructure, and financial support. Addressing these challenges requires systemic reform, enhanced stakeholder engagement, sufficient resources for research and development, and empowering educators with the necessary tools and support.

CHAPTER 1. INTRODUCTION

This thesis investigates how English Language Teaching (ELT) lecturers perceive the policy implementation of outcome-based education (OBE) in Indonesia's higher education. The study also scrutinises their self-reported practices of incorporating OBE principles into subject outline and classroom practice. This introductory chapter begins with the rationale and context of the study. The research aims and questions are then presented. The chapter further highlights the researcher's engagement in OBE-driven curriculum design, offering insights from personal practical encounters. The chapter outlines the structure of the succeeding thesis chapters and concludes by summarising the key points discussed.

1.1 Research rationale

Education systems worldwide have substantially transformed to better align with the evolving socio-economic landscape. The forces of globalisation have exerted considerable influence on educational policies, including curriculum changes in higher education (Rizvi et al., 2022; Verger et al., 2018). The impetus behind curriculum reform is mainly driven by the need to enhance graduates' employability in the job market and elevate national economic productivity (Hall et al., 2018; Nakkeeran et al., 2018). In Indonesia, as in numerous other countries, lecturers[1] have been overwhelmed by curriculum policies that require them to carry out complex reform (Dao, 2017; Harefa, 2024; Kessler-Hopek, 2019; Nasution & Indrasari, 2024; Sundoro et al., 2024). The implementation of the Indonesian National Qualification Frameworks[2] (INQFs) in 2012 (see Section 2.3.3.1) and *Merdeka Belajar*[3] policy in 2020 (see Section 2.3.3.2), the two key documents that informed lecturers to embrace OBE as the dominant approach to curriculum design, resonate with these issues. Considering the pivotal role of lecturers as frontline actors in policy implementation, it is paramount to investigate their

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[1] The term 'lecturers' is used throughout this thesis, referring to 'university lecturers' or 'university teachers'. The term 'ELT lecturers' specifically denotes the participants of this study. The term 'teachers' is used particularly when quoting scholars who originally use that term.

[2] Indonesian National Qualification Frameworks (INQFs) is known as KKNI in Indonesia, standing for *Kerangka Kurikulum Nasional Indonesia*

[3] The full name of the term '*Merdeka Belajar*' is '*Merdeka Belajar-Kampus Merdeka*' (MBKM), translating to 'Freedom of Learning-Independent Campus.' MBKM is an educational policy issued by Indonesia's Ministry of Education to provide higher education students with more flexibility in structuring their subjects and learning formats. Among ELT lecturers, MBKM is more commonly referred to as *Merdeka Belajar* (Freedom of Learning) or *Merdeka Belajar* curriculum. Therefore, the term '*Merdeka Belajar*' is used throughout this thesis.

perceptions of the OBE curriculum policy in higher education and how they enact it into classroom practice.

OBE has emerged as a global trend for reforming educational systems. Its potential lies in transforming traditional teacher-centred curricula that in some respects, have lost relevance in the current educational practice, necessitating a student-centred approach (Nakkeeran et al., 2018). Numerous studies have highlighted the potentially transformative nature of OBE in curriculum redesign, enhancing education quality and equipping students with economy-based knowledge and skills (Manzoor et al., 2017; Nakkeeran et al., 2018; Pradhan, 2021). Spady (2020) asserts that OBE effectively connects educational institutions with labour markets by aligning education with the evolving needs of society and industry. This alignment ensures that students acquire the skills and knowledge necessary for career success, which has driven its widespread adoption in both developed and developing countries, including Australia (Donnelly, 2007), New Zealand (Ministry of Education, 2015), the United States of America, Canada, and South Africa (Malan, 2010). The worldwide movement towards OBE has encouraged Indonesia to adopt policies integrating OBE into its higher education curriculum reform since 2012 (Junaidi et al., 2020).

While the use of OBE has gained global popularity, its implementation is not without challenges. To successfully implement OBE, lecturers are required to undertake comprehensive reform in curriculum design and instructional practices. At subject-level curriculum design, lecturers play crucial roles in designing learner-centred OBE curricula. They need to understand the government-mandated OBE curriculum policy (referred to as intended curriculum) and deliver the OBE curriculum in classrooms (referred to as enacted curriculum) (Porter & Smithson, 2001; Ross, 2017). Many lecturers, however, lack a sufficient understanding of and hold negative attitudes towards OBE implementation (Damit et al., 2021; Sun & Lee, 2020).

In a South Africa study, Allais (2007) found that many teachers encounter issues understanding the concept and connection between its National Qualification Framework and OBE principles as the underlying approach in curriculum reform. Botha (2002) further reports that teachers face difficulties formulating suitable learning outcomes, resulting in poor quality OBE implementation in South Africa. In a Malaysian study, Damit et al. (2021, pp. 202-206) revealed four primary challenges to adopting the OBE approach: excessive workloads, ineffective curriculum delivery, inconsistencies in the education system, and insufficient

administrative support. Consequently, senior teachers in this country are inclined to resist embracing OBE principles in their instructions, favouring traditional, teacher-centred methods (p. 203). These issues are also prevalent in Pakistan, where teachers face obstacles stemming from limited awareness of curriculum policy, inadequate professional training, reliance on traditional assessment techniques, and limited English proficiency (Asghar et al., 2023, pp. 669-672).

In Indonesia's higher education context, English language teaching (ELT) lecturers encounter several challenges in implementing the OBE policy. These challenges include administrative overload, insufficient institutional support, difficulties forming industry partnerships (Krishnapatria, 2021), and limited awareness and understanding of curriculum changes (Primastuty et al., 2017). Although OBE was introduced in 2012 concurrently with INQFs, it was not until 2018 that lecturers in ELT classrooms integrated OBE into their teaching practices (Solikhah, 2022). During this period, they often relied on the previous "competency-based approach" for curriculum design (p. 249). Solikhah (2022) argues that the absence of clear government guidelines and the lack of practical, comprehensive workshops are key factors contributing to these difficulties.

In 2020, the government established the *Merdeka Belajar* policy to further accelerate OBE implementation nationwide. This curriculum policy offers students greater flexibility and opportunities to design their study plans, choose subjects, and set personal goals (Junaidi et al., 2020). It supports various learning activities, including student exchanges, internships, teaching assistance, research, humanitarian projects, entrepreneurial ventures, independent study, and community service. Despite the widespread adoption of OBE by universities (Nasution & Indrasari, 2024), ELT lecturers still encounter difficulties in formulating clear, measurable learning outcomes (Solikhah, 2022) and enacting OBE-driven subject outlines into classroom practice (Purwaningtyas & Fatimah, 2020). They even find it challenging to understand the relationship between OBE, INQFs, and *Merdeka Belajar*, resulting in varied interpretations and enactments of OBE in classroom practice (Mufanti et al., 2024). Maguire et al. (2015, p. 485) assert that policy enactment is "more fragile and unstable" than typically portrayed in policy studies due to the influence of various factors, including policy type, power dynamics among stakeholders, individual perspectives, spatial constraints, and subjective interpretations.

Over the past decade, there has been limited research on the implementation of OBE policy in ELT classrooms within Indonesia's higher education (see Section 3.6). Existing studies have mainly focused on evaluating OBE's effectiveness in facilitating student learning (Purwaningtyas & Fatimah, 2020; Wijaya, 2020) and how ELT curricula align with OBE policy (Solikhah & Budiharso, 2019; Sujana et al., 2022). Most published studies employ case study designs with specific groups of participants at particular universities. However, there is a gap in research examining the nationwide implementation of OBE curriculum policy across regions and university types, which would provide insights into its overall effectiveness, regional variations, and the challenges different institutions face in implementing the policy. Furthermore, the literature lacks a comprehensive investigation into ELT lecturers' understanding and perceptions of government-mandated OBE policy and how they design and enact OBE-driven subject outlines. This study aims to address these gaps.

Investigating policy implementation through ELT lecturers' perspectives is essential and pertinent. This is because lecturers serve as key policy actors, offering invaluable insights crucial for evaluating the effectiveness of curriculum reform (Fullan, 2016). While the success or failure of OBE policy implementation depends on the commitments of all stakeholders, lecturers are at the forefront (Willis & Kissane, 1997a), determining its implementation degree, level, and speed in classroom settings (Porter et al., 2015). Their perceptions can guide the selection of suitable teaching materials and strategies, leading to more accurate and reliable assessments of students' learning (Cooper et al., 2004). When lecturers understand the purpose of curriculum change and the expected core educational outcomes, they are better positioned to provide "a more valid and reliable judgement of students' learning" and vice versa (p. 6).

An overview of the research context follows, outlining the historical background of OBE policy, geographical location, social and cultural environment, physical setting, and timeframe. These factors are instrumental in shaping the process and outcomes of the study.

1.2 Research context

This research is set within Indonesia's higher education context, where OBE has been the preferred curriculum approach over the past decade. Indonesia has committed to transforming its educational system by implementing policies to align its higher education curriculum with the demands of the global job market (Megawati, 2013). This transformation began with the establishment of INQFs in 2012. All higher education institutions were mandated to align their

curricula with INQFs by 2014, with OBE as the predominant approach in syllabus design. In early 2020, Indonesia introduced *Merdeka Belajar* to reinforce OBE implementation (Directorate General of Higher Education, 2020). Implementing these policies within a short timeframe is potentially problematic as it may lead to confusion among university lecturers in understanding the interplay between OBE, INQFs, and *Merdeka Belajar* (Krishnapatria, 2021). This study focused on investigating how ELT lecturers navigate and respond to these policy implementations, examining their understanding, experiences, and adaptations within the broader context of Indonesia's rapidly evolving higher education system.

OBE implementation may vary from country to country, with geographical location playing a crucial role. As detailed in Section 2.1, Indonesia, positioned along the equator, comprises around 17,000 islands. This country has 38 provinces and a population of 275 million people. Indonesia is a multicultural country with over 300 ethnic groups, each with unique cultural practices, traditions, and local languages. This diversity highlights the uniqueness of this study.

OBE implementation is also related to economics. The World Bank currently reported that Indonesia's GNI per capita reached US $4,870 in 2023, elevating the country to upper-middle-income status (https://data.worldbank.org/indicator/NY.GNP.PCAP.CD?locations=ID). This underscores Indonesia's impressive economic growth and rising influence on regional and global economic platforms. Like many other developing countries, however, crucial challenges arise when aligning curriculum content and establishing partnerships with industries as essential stakeholders in OBE (Williamson, 2000). These challenges may limit the ability to provide students with real-world work experiences, a fundamental aspect of OBE (Rao, 2020; Williamson, 2000). The focus on economics might explain why many universities in developing countries encounter difficulties in adopting OBE (Damit et al., 2021).

This research is conducted within Indonesia's higher education. As detailed in Section 2.2, higher education institutions are governed by different bodies. State and private institutions are under the Ministry of Education and Culture, while religious-based institutions are under the Ministry of Religious Affairs. The involvement of these different governing bodies may influence the implementation of OBE policy.

In addition, it is essential to acknowledge that this study was conducted during the COVID-19 pandemic, a time of tremendous global challenges and transformations. COVID-19 has profoundly impacted various facets of society, including education and research. One

prominent consequence has been the widespread adoption of remote and online working, potentially raising ethical and methodological considerations in research (Naibaho et al., 2022). This shift in work modalities has influenced how participants are approached, and data are collected (Chan et al., 2021).

Drawing on the discussion above, it is clear that policy implementation may be influenced by the research context, including geographical location, multicultural population, economic status, different governance bodies, and the impact of the COVID-19 pandemic. These contextual elements should be carefully considered when examining lecturers' perceptions of OBE curriculum implementation. Therefore, a robust research methodology is crucial for ethically approaching potential participants and gaining credible data. This ensures that the study provides an accurate and comprehensive account of OBE policy implementation at the national level.

1.3 Research aims

This study aims to investigate how ELT lecturers at universities in Indonesia perceive, understand, and implement OBE policy. Its primary objective is to provide valuable insights into the efficacy of OBE as a curriculum approach in higher education. It further seeks areas needing improvement and support to facilitate successful OBE implementation.

The research focuses on several critical areas of inquiry. First, it explores lecturers' perceptions of OBE as the central curriculum approach in Indonesian higher education institutions. This investigation includes lecturers' views on OBE's fundamental principles and objectives, its relevance to their teaching practices, and its impact on students' learning outcomes. Furthermore, the study evaluates the alignment between lecturers' understanding and the official interpretation of OBE provided by the Ministry of Education in Indonesia. This critical analysis scrutinises whether lecturers' understanding of OBE aligns with the government's guidelines and standards, shedding light on potential disparities or congruences between theoretical OBE principles and their practical implementation. The study further uncovers how lecturers put OBE principles into practice in their ELT classrooms. This entails exploring how they translate subject outlines into teaching practice, engage students in the learning process, and assess students' learning outcomes.

Lastly, this study explores the potential challenges ELT lecturers may face when implementing the OBE policy. These challenges include resource availability, facilities and infrastructure, assessment complexities, and contextual factors that may impede the intended implementation of OBE. Moreover, this research aims to identify key support factors that may assist ELT lecturers in overcoming these challenges. These multifaceted investigations are expected to offer a deeper understanding of the complexities associated with OBE policy implementation, thereby enhancing existing literature and contributing to the development of higher education institutions in Indonesia.

1.4 Research questions

This research investigates the OBE curriculum mandate in Indonesia's higher education and lecturers' perceptions of that policy implementation and operationalisation. The overarching research question guiding this research is "According to ELT lecturers, to what extent has the implementation of the Indonesian government-mandated OBE curriculum policy fulfilled its intentions?"

The following specific research questions guided this study:

1. How do ELT lecturers perceive the requirements of the OBE curriculum?
2. How do ELT lecturers implement the requirements of the OBE curriculum?
3. What are the challenges and recommended support reported by ELT lecturers?

1.5 Personal engagement in higher education curriculum development

This research was driven by the researcher's dedication to enhancing the quality of education in Indonesia through the development of higher education curricula. The researcher embarked on her journey two decades ago when she began her career as an English lecturer at a private university in East Java, Indonesia. Her interest in higher education curriculum development was sparked when she was tasked with teaching curriculum-related subjects, such as English curriculum and material development. Her passion for curriculum design has enhanced since she was appointed as the head of the English study program at this university. In this role, she was in charge of program coordination, which involved revisiting and developing curricula, allowing her to deepen her expertise in Indonesia's higher education curriculum.

In 2013, the researcher moved to another private university in East Java and was appointed as the head of the Learning Development Centre. In this new role, her responsibilities included organising, developing and controlling the curriculum at the institutional level. This year also coincided with the national curriculum reform, which implemented an INQF-based curriculum with OBE as the main approach for curriculum design. She facilitated curriculum developers from all study programs and faculties at this university to formulate relevant learning outcomes aligned with the university's vision and mission. She also organised workshops and training for lecturers to assist them in designing OBE-driven subject outlines and enhancing their skills to incorporate them into their classroom practice.

From 2017 to 2022, the researcher served as a board member of the English Language Education Study Program Association (ELESPA)[4] for the East Java region. Established in 2016, ELESPA primarily aimed to develop learning outcomes in compliance with government regulations, serving as a reference for English study programs in developing their learning outcomes. Her leadership in curriculum development led her to become a representative for ELESPA at various events, including workshops and training programs related to OBE.

The aforementioned experiences have yielded multiple benefits for the researcher. They played a crucial role in shaping her perspective before embarking on her doctoral study. The researcher had the opportunity to establish connections with numerous English lecturers from diverse regions across Indonesia. This network proved to be instrumental in facilitating the recruitment of a substantial number of participants for this study. It allowed the researcher to directly engage with English lecturers and gain insight into their firsthand experiences with OBE implementation. These insights served as valuable initial information on the nuances of OBE implementation within Indonesia's higher education, forming the foundation for further in-depth analysis in the study.

1.6 Organisation of the thesis

The thesis comprises nine chapters. Chapter 1 is an introduction, outlining the rationale and context of the study. It explores the broader research landscape on OBE policy, focusing on Indonesia's higher education curriculum reform. This chapter then presents the research aims, highlighting the identified research gaps and the scope of the study. Following this, the research

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[4] ELESPA is known as APSPBI, standing for *Asosiasi Program Studi Pendidikan Bahasa Inggris.*

questions are formulated and presented. The chapter also highlights the researcher's engagement and interest in higher education curriculum design, demonstrating her expertise in the field. This section emphasises how the researcher's practical insights help identify key issues and gaps in policy implementation.

Chapter 2 highlights curriculum reform in Indonesia's higher education. It overviews Indonesia's demographic information and explores the higher education system. This chapter succinctly traces the history of curriculum change from the 1994 content-based curriculum to a competency-based one, leading to the development of the OBE curriculum in 2012. The chapter then discusses the history of ELT in Indonesia, followed by highlighting the national standards for higher education and the curriculum change hierarchy in Indonesia.

Chapter 3 presents the literature review and conceptual framework. It explores key theories underpinning this study, including policy implementation, concepts of curriculum, curriculum changes, and OBE. This chapter reviews previous studies on perceptions of curriculum changes and the implementation of OBE worldwide, specifically within Indonesia's higher education. It further presents the underlying theoretical framework utilised in this study, highlighting two processes of curriculum implementation – intended curriculum and enacted curriculum. This section discusses OBE principles and the development of learning outcomes.

Chapter 4 provides an in-depth exploration of the research methodology. It presents an overview and rationale for the chosen research design. This chapter highlights the research settings and participants of this study. It then outlines the data collection and analysis process, including surveys, documents, and interviews. The chapter further discusses validity, reliability, and trustworthiness, followed by the ethical considerations that underpin the research endeavour.

The following three chapters present the research findings. Chapter 5 addresses the first specific research question, scrutinising how lecturers perceive the requirements of the OBE curriculum in Indonesia's higher education. This chapter contains key findings, such as lecturers' views on the suitability of OBE as the curriculum approach, the standard of OBE implementation in Indonesia, and the alignment between their understanding of OBE and the Ministry of Education's interpretation. It also presents findings on lecturers' perceptions of OBE by region, university type, work experience, and role.

Chapter 6 presents the results of data analysis concerning the second research question regarding how lecturers implement the requirements of the OBE curriculum. It discusses the practical enactment of OBE, including the development of subject outlines and their subsequent implementation in classrooms.

Chapter 7 showcases the data analysis results responding to the third research question regarding the challenges and recommended support reported by lecturers. It identifies factors that hinder the adoption of the OBE curriculum and the supports recommended by lecturers for optimal OBE implementation.

Chapter 8 is a discussion. This chapter comprehensively answers the research questions proposed in this study. It first addresses the overarching research question by examining lecturers' perspectives on the extent to which the implementation of the government-mandated OBE curriculum policy has fulfilled its intended goals. The chapter then proceeds to answer the three specific research questions, discussing lecturers' perceptions of the requirements of the OBE curriculum, how they implement those requirements, and the challenges they face, along with their recommended supports.

Chapter 9 presents the conclusion, significance, and recommendations. This chapter first summarises the key findings of this study. It then discusses the study's contributions, implications, and limitations, suggesting potential directions for future research. The chapter concludes with final remarks.

For consistency, each subsequent chapter begins with an overview to provide a comprehensive understanding of its contents and concludes with a summary highlighting key information. Direct quotes from references are enclosed in double quotation marks, while single quotation marks emphasise essential words or phrases. Additionally, foreign language expressions, including Indonesian, are italicised. Regarding page numbering, the first page of each chapter is numbered at the middle bottom, while the remaining pages are numbered at the top right, including references and appendices.

1.7 Chapter summary

This chapter has presented the study's rationale, context, and objectives. It also outlines the thesis structure, which consists of nine chapters. The following chapter discusses curriculum reform in Indonesia's higher education.

CHAPTER 2. CURRICULUM REFORM IN INDONESIA'S HIGHER EDUCATION

This chapter highlights curriculum reform in Indonesia's higher education. It begins by outlining Indonesia's geography and demographic characteristics (Section 2.1), followed by an overview of the higher education system (Section 2.2). It further explores the development of the higher education curriculum, emphasising the emergence of OBE policy (Section 2.3). The chapter then highlights English language teaching (ELT) in Indonesia (Section 2.4) and the National Standards for Higher Education (Section 2.5).

2.1 Geographic and demographic of Indonesia

This research is situated in Indonesia, the world's largest archipelago. This country is located in Southeast Asia, spanning approximately 5,120 kilometres from east to west and 1,760 kilometres from north to south (BPS, 2023), as seen in Figure 2.1. It lies between the Asian continent to the north and the Australian continent to the south, with the Indian Ocean to the west and the Pacific Ocean to the east. Indonesia has approximately 17,001 islands interconnected by straits and seas, covering 1,892,410 square kilometres. As of 2017, the United Nations has officially recorded 16,056 islands with valid coordinates. They are distributed across five main islands: Sumatra, Java, Kalimantan, Sulawesi, and Papua, as well as four archipelagos: Riau, Bangka Belitung, Nusa Tenggara, and Maluku.

Figure 2.1 Demographic information of Indonesia
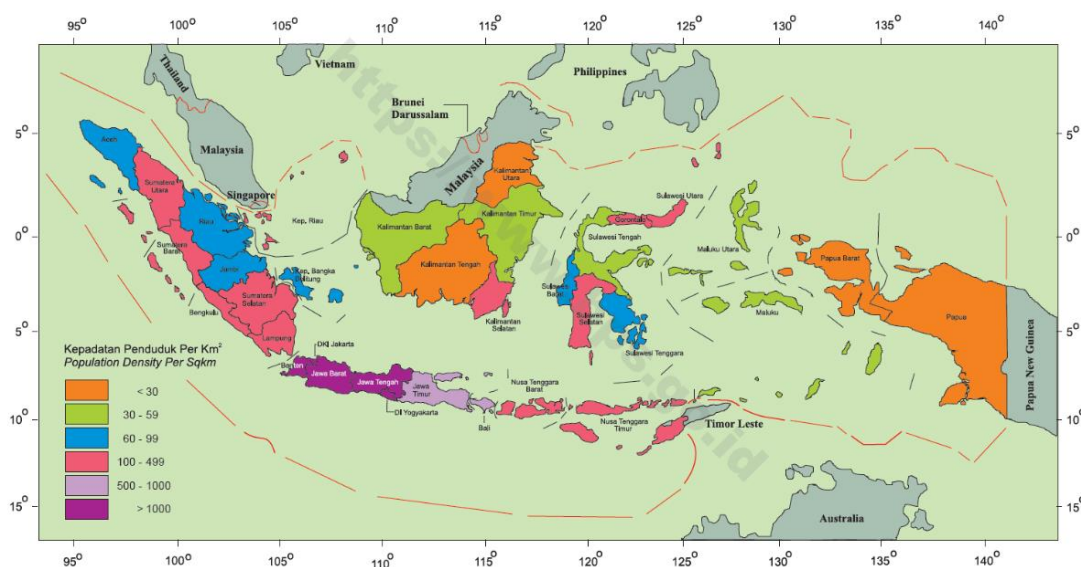
BPS (2023:vii)

Since 2022, Indonesia has undergone administrative restructuring, dividing the country into 38 provinces. This restructuring includes the creation of four new provinces that were previously part of Papua: South Papua, Central Papua, Highland Papua, and Southwest Papua. As data collection for this study was conducted before the restructuring period took place, the data collected from these four provinces were consolidated into the dataset for Papua province. According to the Indonesian Central Bureau of Statistics (2023), Indonesia is the fourth most densely populated country globally, with a population of 275.8 million. Approximately 56% of this population resides on the island of Java. The gender distribution slightly skews towards males, accounting for 50.55% of the population. Furthermore, an annual population growth rate of 1.17% was observed in 2022.

Indonesia is a multicultural country with over 300 ethnic groups, 700 local languages, and six major religions (Marshall, 2018; Shah, 2017). This country is well-known as the most populous Muslim-majority country, with 86.70% practising Islam. Other significant religions include Protestantism (7.60%), Roman Catholicism (3.12%), Hinduism (1.47%), Buddhism (0.77%), and Confucianism (0.03%). This diversity is encapsulated in the nationalism motto *Bhinneka Tunggal Ika*, meaning "unity in diversity." It promotes harmonious coexistence regardless of ethnic and religious background.

2.2 Indonesia's higher education

Indonesia's higher education system has significantly transformed over the past five years. One noteworthy development is the emergence of open and synchronised data and information management in the higher education sector, in compliance with Presidential Regulation No. 82 of 2019. This transformation has enabled the public to access information about the profile of higher education institutions, including institution accreditation, faculty members, and students, at https://pddikti.kemdikbud.go.id.

Higher education institutions comprise universities, colleges, institutes, academies, and polytechnics. The first three institutions may offer a range of degree programs, including diploma, bachelor, master, and doctoral programs. However, the latter two institutions primarily focus on diploma programs, offering two-, three-, or four-year non-degree programs (Habiburrahim, 2014).

Based on their status, higher education institutions are classified into two main categories: public and private. They are also typically categorised into four groups (PDDikti, 2020): (1) state higher education institutions; (2) private higher education institutions; (3) religious higher education institutions; and (4) government higher education institutions (Educational institutions under other Ministries/Agencies). Regarding the governing body, those institutions are organised and supervised under two Ministries: the Ministry of Education, Culture, Research, and Technology (Henceforth, MoE)[5] and the Ministry of Religious Affairs (MoRa). The governing bodies are outlined as follows:

a. The Directorate General of Higher Education, known as DIKTI (*Direktorat Jenderal Pendidikan Tinggi),* oversees higher education institutions under MoE.

b. The Directorate of Islamic Higher Education, known as DIKTIS (*Direktorat Pendidikan Tinggi Keagamaan Islam*), oversees Islamic higher education institutions under MoRa.

c. The Coordinator of Private Higher Education, known as KOPERTIS (*Koordinasi Perguruan Tinggi Swasta*), operates under DIKTI to coordinate and manage private universities.

d. The Coordinator of Private Islamic Higher Education, known as KOPERTAIS (*Koordinasi Perguruan Tinggi Agama Islam Swasta*), operates under DIKTIS to coordinate and manage private Islamic universities.

Figure 2.2 Organisational structure of higher education governance in Indonesia
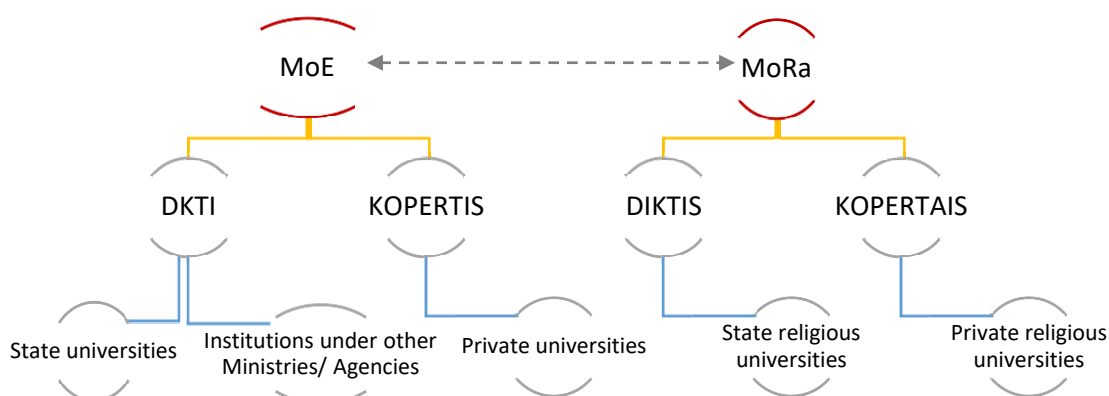
Adapted from PDDikti (2020)

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[5] The Ministry of Education, Culture, Research, and Technology is a merger of two ministries: (a) the Ministry of Education and Culture, and (b) the Ministry of Research, Technology, and Higher Education. This study will use the term Ministry of Education (MoE) to help general readers easily understand the term.

Indonesia had approximately 4,593 higher education institutions in 2020 (PDDikti, 2020). They comprise 122 state institutions, 3,044 private institutions, 187 institutions under other Ministries/Agencies, and 1,240 religious higher education institutions. However, recent data from the Indonesian Bureau of Statistics (2023) showed a decrease to 4,004 universities in 2022 (see Figure 2.3). This decrease may be due to data updates and the government's efforts to enhance the quality of higher education. As part of these efforts, the government has revoked licences for several universities that did not meet the established standards.

Figure 2.3 Comparison of universities, students, and lecturers between MoE and MoRA

	MoE			MoRA		
	Universities	Lecturers	Students	Universities	Lecturers	Students
■ State	125	85,612	3,379,828	59	23,018	821,900
■ Private	2,982	183,713	4,495,453	838	24,569	491,757
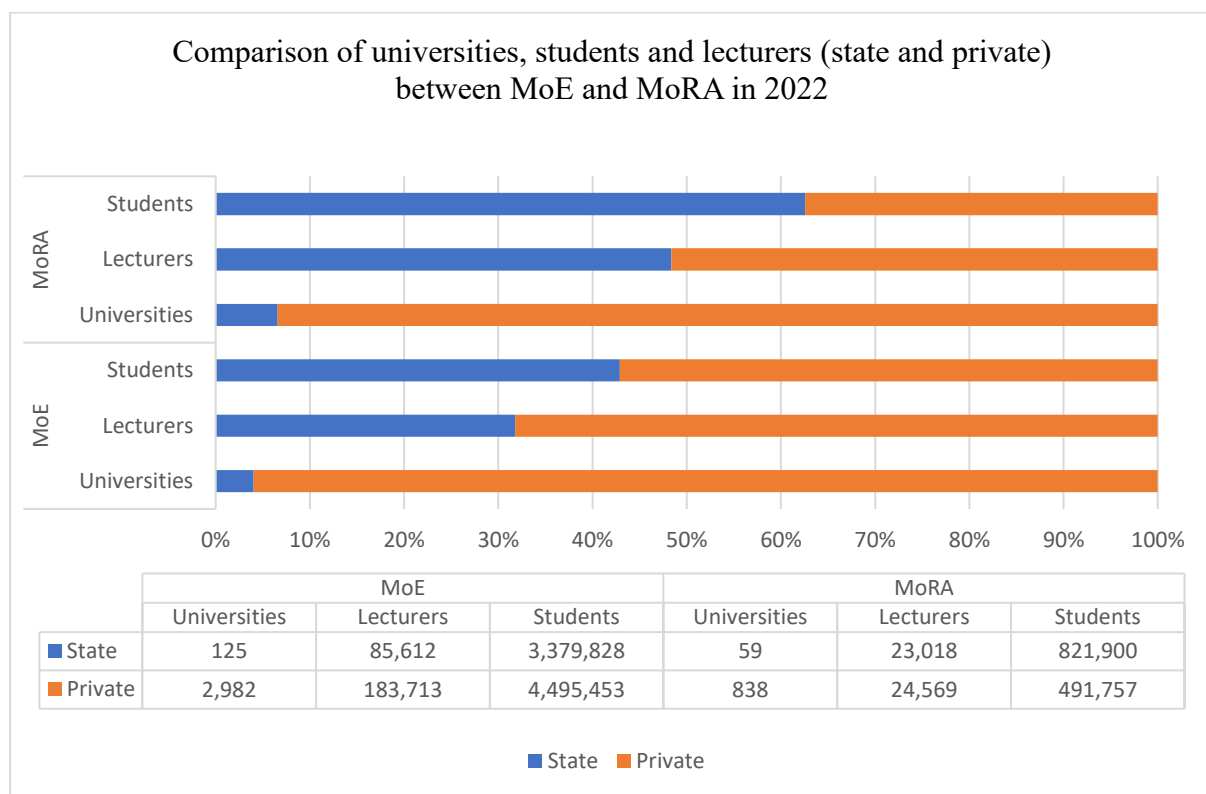
■ State ■ Private

Among these universities, 74% are under the MoE, while the remaining 26% are under the MoRA (BPS, 2023). Private universities dominate the figure, making up around 96% (3,820) of the total, with state universities accounting for the rest. More universities are from the island of Java, which accounts for 49.2% of the total (1,477). West Java has the most universities (557), followed by East Java (522), central Java (308) and DKI Jakarta[6] (308). According to

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[6] DKI Jakarta is the Special Capital Region of Jakarta in Indonesia, standing for *Daerah Khusus Ibukota* Jakarta.

Indonesia's higher education database[7], there are 42,652 study programs categorised into ten clusters based on knowledge disciplines (PDDikti, 2020). These clusters include social science, agriculture, art, economics, education, engineering, health, humanities, mathematics, natural science, and religion. The largest cluster by the number of study programs is education (6,127), followed by engineering, social science, health, and economics (respectively 5,106; 4,318; 4,308; and 3,640).

In 2022, there were approximately 9,188,938 students enrolled in Indonesia's higher education institutions, with around 60% located in Java (BPS, 2023). Banten, East Java, and West Java enrol the most students. At the time this research was conducted, the number of enrolled students had increased to approximately 9,902,934, spread across various study programs and universities nationwide (https://pddikti.kemdikbud.go.id). Among the disciplines discussed earlier, education is the most favoured study program with over 1.37 million students, followed by economics (1.15 million), social science (1.06 million), and engineering (1.02 million).

The number of lecturers in higher education institutions is approximately 316,912, with private universities employing nearly twice as many state universities (BPS, 2023). Regarding gender distribution, male lecturers (56.4%) outnumber their female counterparts (43.6%) (PDDikti, 2020). On average, Indonesian universities have a student-to-lecturer ratio of 29:1. This ratio underscores higher education institutions' challenges in delivering quality education. The National Accreditation Agency for Higher Education, known as BANPT (*Badan Akreditasi Nasional Perguruan Tinggi*), is responsible for improving the quality of higher education, including the quality of lecturers (https://www.banpt.or.id).

Indonesia's higher education system aligns somewhat with the American education system (Habiburrahim, 2014; Sukirman, 2022). A bachelor's degree requires a minimum of eight semesters (four years) and a maximum of 14 semesters (seven years). Undergraduates typically complete 144 to 160 credits, with 60% dedicated to local content and 40% to national-based content (Mason et al., 2001; Nurdin et al., 2010).

2.3 Curriculum policies in Indonesia's higher education

The history of Indonesia's higher education began in 1961 with the implementation of Act Number 2/1961, which set the foundational principles and objectives for the higher education

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[7] The higher education database is known as PDDikti, which stands for *Pangkalan Data Pendidikan Tinggi.*

curriculum. In 1975, the Directorate General of Higher Education, known as DITJEN DIKTI (standing for *Direktorat Jenderal Pendidikan Tinggi*), was established with primary responsibilities for managing and developing academic, research, and community service activities. Act No 2/1989 was later introduced to strengthen and oversee the national higher education system. The higher education curriculum was still centralised and integrated across all educational levels (Kaimuddin, 2015). The curriculum was subject to regular reviews on a five-year traditional cycle (Tim K-Dikti, 2014).

A notable change occurred in 1999 when the higher education system was officially separated from the primary and secondary education levels. This separation was stipulated in Government Regulation of the Republic of Indonesia Number 60/1999. Subsequently, several curriculum policies were implemented, shifting curriculum approaches from content-based to competency-based and currently outcome-based curricula (see Figure 2.4).

Figure 2.4 The development of Indonesia's higher education curriculum

Content-based curriculum

- 056/U/1994
- Emphasise the mastery of science and technology.
- Not specifying the skills that graduates must have.
- Mandatory national courses (100-110 credits out of 160 credits for undergraduate programs) through a consortium.

Competency-based curriculum

- 232/U/2000 and No. 045/U/2002
- Focus on achieving competencies.
- No specific limits on the disciplinary competencies should master
- Define core competencies based on agreements among similar study programs.

Outcome-based curriculum

- Presidential Regulation No. 8/2012; Law No. 12/2012; Regulation of the Minister of Education, Culture, Research, and Technology No. 53/2023
- Prioritise standardise of learning outcomes.
- Setting minimum learning outcome standards, including attitudes, work capacity, subject expertise, and managerial skills.
- Minimum learning outcomes are defined by the government and developed through agreements with associations of similar study programs.

1994 > **2000** > **2012**

Adapted from Junaidi et al. (2020)

2.3.1 Content-based curriculum

The 1994 curriculum was established under the Minister of Education and Culture Decree number 056/U/1994. This decree outlined the higher education curriculum development guidelines and student learning assessment. This curriculum strongly emphasised the attainment of science and technology and was commonly referred to as a content-based curriculum, also known as KBI (*Kurikulum Berbasis Isi*) (Tim K-Dikti, 2014). The curriculum was structured around what content students should have, with assessments primarily measuring their knowledge of this predetermined content.

The 1994 curriculum comprised two elements: the national and local curricula (Hatmanto, 2017). The government designed the national units through the national curriculum consortium, which was mandated for all study programs. The units were categorised into general subjects (*Mata Kuliah Umum*), basic vocational subjects (*Mata Kuliah Dasar Keahlian*) and vocational subjects (*Mata Kuliah Keahlian*).

2.3.2 Competency-based curriculum

In 2000 and 2002, Indonesia's higher education changed the curriculum paradigm, shifting from a content-based curriculum to a competency-based curriculum. This shift was primarily driven by the need for education to align with the demands of global competitiveness, making it more relevant to the job market and industry (Sukirman, 2022). The curriculum shifted from merely acquiring knowledge to developing practical and soft skills crucial for success in the global job market. This curriculum aligns with UNESCO's four pillars of education, emphasising the importance of learning to know, do, be, and live together (Delors, 1996). The transition to a competency-based curriculum was also triggered by national education policies that gave higher education institutions the autonomy to design curricula (Hatmanto, 2017).

The implementation of the competency-based curriculum was guided by Indonesian Ministry of Education Decrees number 232/U/2000 and number 045/U/2002 (Directorate General of Higher Education, 2008). This curriculum strongly emphasised the competencies students should gain during their studies, aiming to align education with the job market and industry requirements. Unlike the content-based curriculum, the Directorate General of Higher Education did not determine and enforce higher education curricula. Instead, it focused on

facilitating and empowering educational institutions to formulate their curricula in alignment with their vision and mission, strategic plans, and available resources.

The competency-based curriculum embraced two components: core competencies and institutional competencies (Directorate General of Higher Education, 2008). Core competencies were designed through consensus among universities, professional communities, and graduate users, while universities were responsible for developing supporting and additional competencies. The course covered five core subjects: generic competencies, disciplinary knowledge and skills, job and occupational skills, work ethics, and civic education[8] (Hatmanto, 2017).

2.3.3 Outcome-based curriculum

In 2012, Indonesia reformed its higher education curriculum by establishing the Indonesian National Qualification Frameworks (INQFs). This reform is driven by the need for higher education curricula to meet the global demands for internationally recognised graduate competencies (Sukirman, 2022). The previous competency-based curriculum was criticised for its lack of clear parameters for measuring learning outcomes (Rohmah, 2017). Hence, all higher education institutions in Indonesia are required to align their curricula with the INQFs and the National Education Standards (see Section 2.5). These standards prioritise graduate competency and learning outcomes as essential benchmarks to ensure that students meet job market demands and scientific advancements (Junaidi et al., 2020). Since the national higher education curriculum is centred around competency standards and learning outcomes, it can be stated that Indonesia has effectively adopted OBE since 2012, even though it is not explicitly stated in the regulations.

To strengthen the implementation of OBE, the Ministry of Education and Culture introduced the Campus for the Freedom of Learning policy in early 2020, the so-called *Merdeka Belajar*. This policy primarily aims to enhance the quality of education and learning outcomes, offering greater flexibility and opportunities for students to structure their studies (Junaidi et al., 2020). The following sub-sections discuss the OBE implementation from 2012 to the present, covering

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[8] Generic competencies (known as *mata kuliah pengembangan kepribadian*), disciplinary knowledge and skills (known as *mata kuliah keilmuan dan ketrampilan*), job and occupational skills (known as *mata kuliah keahlian berkarya*), work ethics (known as *mata kuliah perilaku berkarya*), and civic education (known as *mata kuliah berkehidupan bersama*).

the periods of the INQFs (see Section 2.3.3.1) and *Merdeka Belajar* (see Section 2.3.3.2). This time frame is the focus of this research, as illustrated in Figure 2.5.

Figure 2.5 Timeline of curriculum changes in focus
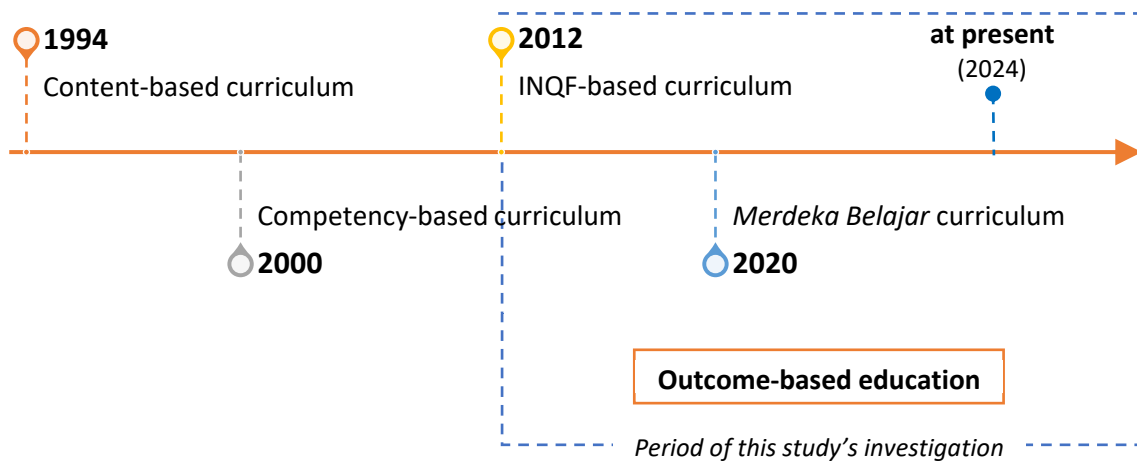
Adapted from Junaidi et al. (2020)

2.3.3.1 Indonesian National Qualification Frameworks

The INQFs have been implemented under Presidential Regulation number 8/2012. The INQFs govern education and training, setting national standards for qualifications and skill levels (Megawati, 2013). INQFs serve as the framework for aligning job qualifications by integrating the education and training sectors with work experience, thereby providing recognition of work competencies across various sectors (Latif, 2017). Law number 12/2012 was then issued to mandate that all universities revisit their curricula by aligning them with INQFs (Tim K-Dikti, 2014). Subsequently, the term INQF-based curriculum gained widespread popularity among lecturers nationwide (Sukirman, 2022).

Several official regulations further reinforced the implementation of the INQFs, including (a) Minister of Education and Culture Regulation No. 49/2014, which sets National Standards for Higher Education; (b) Minister of Education and Culture Regulation No. 73/2013, regarding learning achievements aligned with INQF levels; and (c) Regulation of the Ministry of Research, Technology, and Higher Education No. 44/2015, outlining the National Standards for Higher Education (Direja, 2017).

INQFs offer standards for aligning qualifications across various educational levels. INQFs classify qualifications into nine levels: level 1 for primary school, level 2 for secondary school, level 3 for diploma I, level 4 for diploma II, level 5 for diploma III, level 6 for diploma IV and bachelor's degrees, level 7 for professional education, level 8 for master's degrees, and level 9 for doctorates (Tim K-Dikti, 2014). Higher education institutions use qualification levels from INQFs as a benchmark for learning outcomes (LOs) to develop study program curricula (Latif, 2017).

The LOs are outlined in descriptions covering attitudes, values, work capacity, field-specific knowledge, and managerial skills (Rohmah, 2017). These descriptions are presented as brief, precise statements known as generic descriptors. Each descriptor indicates the depth and level of LOs in accordance with the academic program's degree level. In contrast to the competency-based curriculum, where study programs were tasked with defining graduate competencies, the INQF-based curriculum assigns them the responsibility of developing LOs that align with the National Standards of Higher Education (Tim K-Dikti, 2014). The LOs are formulated by each study program in collaboration with their respective study program associations.

The INQF-based curriculum has faced criticism, highlighting potential shortcomings and misconceptions. Although this curriculum predominantly adopts OBE, its actual implementation often falls short of fully embracing the core OBE principles (Solikhah, 2022). Despite adopting a backward design curriculum model, its implementation deviated from the core tenets of curriculum development theory (Imroatus & Teguh, 2019). Furthermore, the INQF-based curriculum emphasises developing LOs, but creating well-defined and measurable LOs posed challenges for many lecturers (Sukirman, 2022).

2.3.3.2 *Merdeka Belajar*

Merdeka Belajar is an educational policy that strengthens the implementation of OBE and fosters a more effective and flexible learning environment (Directorate General of Higher Education, 2020). *Merdeka Belajar* policy promotes various learning modes and resources to help students demonstrate their learning achievements and outcomes upon completion of their studies (Directorate General of Higher Education, 2020; Junaidi et al., 2020). One significant aspect of the *Merdeka Belajar* regulations is the opportunity for students to enrol in subjects offered by other study programs or faculties within the same university or across different

universities (Krishnapatria, 2021). Additionally, students can undertake a three-semester internship in a professional setting.

2.4 English language teaching in Indonesia

This section discusses the development of ELT in Indonesia's higher education context. To provide a comprehensive overview, it begins with a brief history of ELT in Indonesia, highlighting its status, functions, and contextual relevance. Mistar (2005) asserts that ELT was acknowledged during the pre-independence period in the early 1900s under Dutch colonial rule. Formal education was exclusively accessible to elite Indonesian students in *Meer Uitgebreid Lager Onderwijs* or secondary schools, where English and Dutch were compulsory subjects (Dardjowidjojo, 2000). Following Indonesia's independence in 1945, English replaced Dutch in schools as a foreign language for "political and ideological" considerations, as Dutch was perceived as a symbol of colonialism and had less global relevance (Kirkpatrick, 2006, p. 71). An English Language Instruction Inspectorate was established to manage ELT in Indonesia, reinforcing the status of English as a foreign language (EFL) and developing policies for Teaching English as a Foreign Language (TEFL) (Mistar, 2005). Despite criticisms of its imperialist connotations (Crystal, 2012), English gained prominence in Indonesia due to its pivotal role in diverse sectors such as culture, science, technology, international trade and diplomacy (Huda, 1999).

The formal development of ELT in Indonesia began in the 1950s, marked by a significant increase in student enrolment that strained the availability of ELT teachers and instructional materials (Gandana, 2014). The government responded by establishing teacher training institutes across various cities, aided by technical and financial support from the Ford Foundation, a US-sponsored organisation. By 1955, these efforts had trained approximately 1,025 teachers (Dardjowidjojo, 2000). Additionally, the Faculty of Teacher Training and Education, known as FKIP (standing for *Fakultas Keguruan dan Ilmu Pendidikan*), was established in 1954 to meet the growing demand for educators proficient in English. To bolster English instructional materials, the government engaged graduates from these institutes, alongside support from the Ford Foundation and the British Council, in developing English curricula and textbooks. Furthermore, the low quality of English teachers and the resource disparity between Java, the most advanced island in the country, and areas outside Java remain significant challenges in ELT practices in Indonesia (Yuwono & Harbon, 2010). Various efforts have been made to address these issues and improve the quality of ELT, including

providing preservice and in-service training and conducting periodic revisions of the ELT curriculum.

Table 2.1 highlights the changes in curriculum and ELT approaches from pre-independence to the present.

Table 2.1 The development of ELT in Indonesia's higher education

Name of Curriculum	Main ELT Approach
1945 Curriculum (1945–1967)	Grammar-Translation
1968 Curriculum (1968–1974)	Oral
1975 Curriculum (1975–1983)	Audio-lingual
1984 Curriculum (1984–1993)	Communicative
1994 Curriculum/ Content-based Curriculum (1994–2000)	Communicative/Content-based instruction
2000 Curriculum/Competency-based Curriculum (2002–2012)	Communicative/Competency-based
2012 Curriculum/Higher education curriculum (official name), familiar with INQF-based curriculum	Outcomes-based
2020 Curriculum/Higher education curriculum, familiar with *Merdeka Belajar* curriculum	Outcomes-based

Adapted from Junaidi et al. (2020); Mistar (2005); and Susilo (2022)

In the early years of Indonesia's independence, the grammar-translation method heavily influenced the 1945 curriculum for ELT. This method focuses on teaching English grammar and vocabulary through translation exercises, aiming to facilitate understanding by comparing Indonesian with English as the targeted language (Dardjowidjojo, 2000). However, it was criticised for its teacher-centred approach and limited emphasis on speaking skills, resulting in passive engagement and restricted language use (Mistar, 2005).

From the 1950s to the mid-1970s, the oral approach dominated EFL teaching, emphasising pronunciation and oral production. However, this approach neglected reading, writing, and grammatical accuracy, leading to imbalanced language proficiency (Gandana, 2014). Subsequently, the audio-lingual approach was introduced in the 1975 curriculum, focusing on repetitive drills and pattern practice to internalise language patterns. However, like the oral approach, it faced criticism for its limited focus on reading and writing skills and its tendency

to hinder spontaneous language use in real-life situations due to its drill-based nature (Susilo, 2022).

The 1984 curriculum adopted a communicative approach, shifting towards student-centred learning and active participation. This approach aimed to develop students' spoken and written English skills through real-life interactions and authentic materials, influenced by the model of communicative competence (Celce-Murcia et al., 1995). Despite aiming to promote spoken and written English skills, cross-cultural understanding, and active student participation, the communicative approach has faced challenges in its implementation, including the lack of teacher training and managing large class sizes (Gandana, 2014). The 1994 curriculum was introduced, employing content-based instruction. This approach integrated language learning with academic subjects to enhance language proficiency within relevant contexts.

In 1999, the higher education sector gained autonomy to design and implement its ELT curricula aligned with national standards. Despite this autonomy, ELT in higher education remains closely intertwined with methodologies developed for school curricula (Susilo, 2022). By the 2000/2002 curriculum, the competency-based approach became prominent, emphasising the acquisition of competencies that were aligned with job market needs. As previously discussed, the competency-based approach was criticised for unclear learning outcome measurement (Rohmah, 2017). Hence, the government issued the INQFs in 2012 (Law of the Republic of Indonesia Number 12/2012), and outcomes-based has predominantly been used in curriculum design since then.

2.5 National Standards for Higher Education

The National Standards for Higher Education, known as SN-Dikti[9] (standing for *Standar Nasional Pendidikan Tinggi*), serves as a benchmark for curriculum development in Indonesia's higher education. SN-Dikti was initially introduced in 2014 through the Ministry of Education and Culture Regulation No. 49/2014. This regulation has undergone two subsequent amendments. The first amendment was implemented under Ministry of Research, Technology, and Higher Education Regulation No. 44/2015, and it was further revised to align with the *Merdeka Belajar* policy through Ministry of Education and Culture Regulation No. 3/2020. The rapid advancements in science and technology in the 21st century drive these

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[9] The term 'SN-Dikti' will be used throughout the thesis, referring to the National Standards for Higher Education.

adjustments (Junaidi et al., 2020). However, the public has a common misconception that these changes are politically driven. Solikhah (2022) asserts that public cynicism assumes every change in ministerial leadership will lead to a new educational policy, which necessitates curriculum changes.

Curriculum development in Indonesia's higher education is decentralised to each university. Every study program is mandated to develop its curriculum in accordance with the INQFs and comply with SN-Dikti (Directorate General of Higher Education, 2020). SN-Dikti comprises a set of standards, including national education, research, and community service (Junaidi et al., 2020), as depicted in Figure 2.6.

Figure 2.6 National Standards for Higher Education
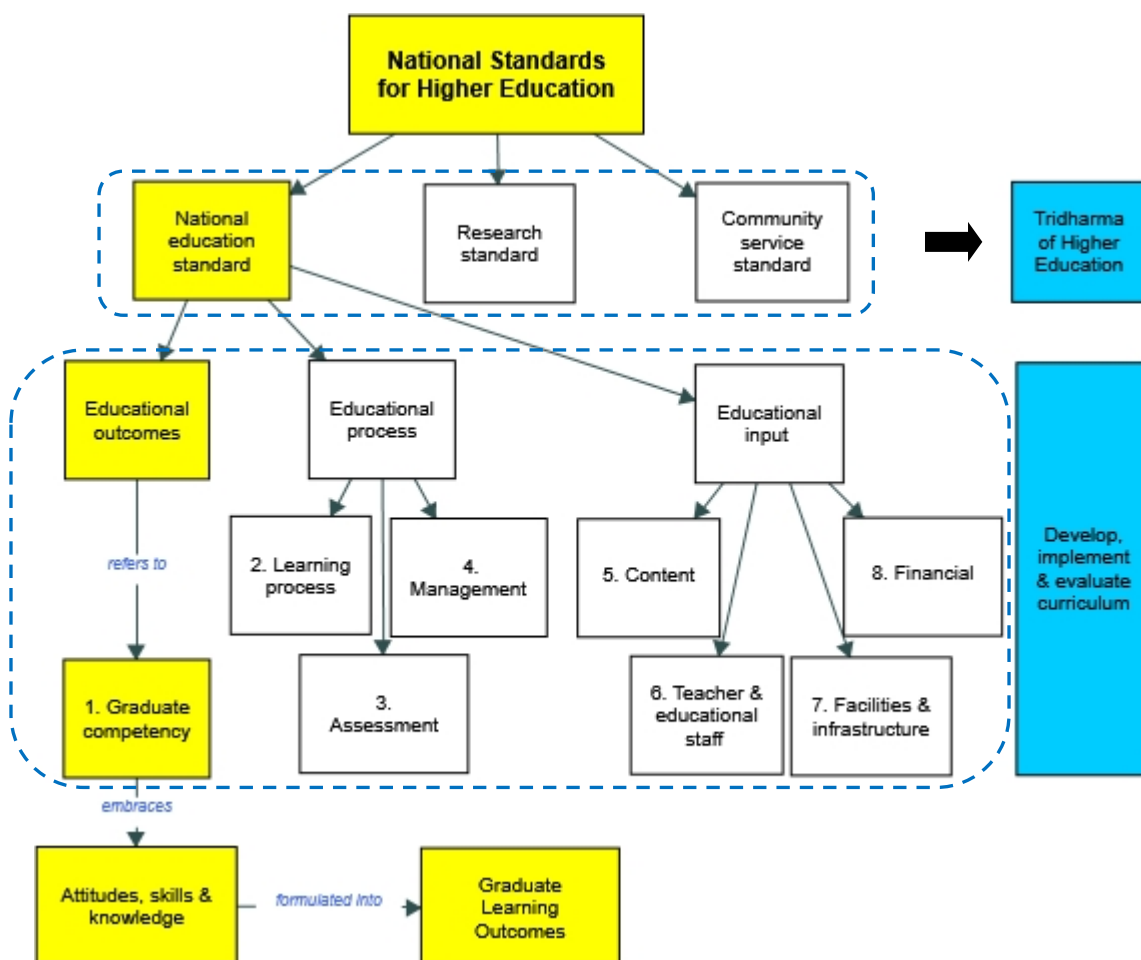
Adapted from Junaidi et al. (2020)

In particular, the National Education Standards (NES) represent the minimum criteria for learning at the higher education level across Indonesia. Based on the latest regulation of the Minister of Education, Culture, Research, and Technology No. 53/2023 regarding quality

assurance in higher education, the NES comprises three primary standards, further broken down into eight sub-standards. These standards cover educational outcomes (graduate competency), educational processes (learning process, assessment, management), and educational inputs (content, lecturer and educational staff, facilities and infrastructures, and finances). These eight NESs serve as the guidelines for developing, implementing, and evaluating higher education curricula.

The educational outcomes standard represents the graduate competency standards (GCS), known as SKL (*Standar Kompetensi Lulusan*). The GCS is the minimum criteria for a unified set of competencies in attitudes, skills, and knowledge. These competencies demonstrate what students have achieved at the end of their higher education programs. The GCS is formulated within the graduate learning outcomes (GLOs), known as CPL (*capaian pembelajaran lulusan*). GLOs for each study program include four competencies (Junaidi et al., 2020):

a) Mastery of knowledge and technology, specific skills, and their application to one or more specific academic fields.

b) General skills are necessary to master knowledge, technology, and relevant job fields.

c) Knowledge and skills required for employment or pursuing higher education or professional certification.

d) Intellectual ability to think independently and critically as a lifelong learner.

Furthermore, the development of GLOs is carried out by program coordinators, involving stakeholders and the business, industry, or job market (Junaidi et al., 2020). GLOs are developed by considering:

• University's vision and mission.
• The Indonesian National Qualification Frameworks.
• Advancements in knowledge and technology.
• Job market competency requirements.
• The academic domain of the study program.
• Core competencies of graduates from similar study programs.
• The curriculum of similar study programs.

Figure 2.7 provides an overview of the hierarchy of curriculum changes within Indonesia's higher education.

Figure 2.7 Hierarchy of Indonesia's higher education curriculum change

Directorate General of Higher Education: provides standardised learning outcomes (LO) for Moral & Values standard and LO for general knowledge for each level.

Regulator

INDONESIAN HIGHER EDUCATION SYSTEM WITH OBE AS THE DOMINANT CURRICULUM APPROACH

References

- INQFs (2012)
- SN-Dikti (2020, 2023)
- *Merdeka belajar* (2020)
- Outcome-based education (Tayler, 1971; Spady, 1994)

Government partners for curriculum development

Association: designs LO for knowledge & Skills, referring to INQF (level 6/undergraduate)

Partners

- Stakeholders
- Businesses, industry, and the workforce

Curriculum developers at university/faculty level

University/faculty: develop LO based on university/faculty unique visions & missions

Intended curriculum

Study Program: develop LO aligned with institutional & study program visions and missions

Lecturers:
- Understand the concept of OBE & the curriculum policy. (Intended curriculum)
- Implement OBE curriculum, including designing subject outlines, developing learning outcomes, selecting teaching strategies, materials & assessments based on OBE principles. (Enacted curriculum)

Research focus

Adapted from Junaidi et al. (2020)

2.6 Chapter summary

This chapter has discussed the dynamic and evolving nature of Indonesia's higher education, highlighting its responsiveness to national demands and global educational trends. It begins by presenting Indonesia's unique geography and demographics as an archipelagic country in Southeast Asia, characterised by a diverse and populous society, thus providing a unique contextual background for the study. The chapter then traces the significant transformation of the higher education curriculum over the past decade, spanning from a content-based approach in 1994, transitioning to a competency-based model in 2000, and emerging into an OBE curriculum in 2012. Additionally, the chapter provides an in-depth overview of the development of OBE during the implementation of INQFs in 2012 and the *Merdeka Belajar* policy in 2020. The history of ELT in Indonesia spans from the pre-independence era through early independence, subsequent development stages, and culminates in the current approach. Lastly, the chapter addresses the significance of the National Standards for Higher Education as a guide for curriculum development that is aligned with the INQFs and recent educational policies. The subsequent chapter presents a review of related literature.

CHAPTER 3. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter explores the empirical and theoretical foundations of the study and examines the research literature to inform a broader understanding of the field. It begins by scrutinising the process of policy-making and enactment in higher education (Section 3.1). It further highlights the fundamental principles of curriculum (Section 3.2) and offers a literature review on curriculum change (Section 3.3) and lecturers' perceptions towards it (Section 3.4). Additionally, the chapter discusses OBE (Section 3.5) and reviews studies on its implementation in Indonesia (Section 3.6). Section 3.7 then outlines the theoretical framework used in this study, covering the concepts of intended and enacted curriculum.

3.1 Policy implementation in higher education

It is first necessary to understand the concept of education policy to gain insights into its intricate implementation process within higher education. Policy is commonly understood as government efforts to solve issues, typically by establishing legislation, regulations, or directives (Colebatch, 2020). Dye (1992) emphasises that policy is deliberate decisions and actions that the government either pursues or omits. Maguire et al. (2015) argue that this definition is too normative and oversimplified, overlooking the inherent complexities of policy-making and enactment processes. The rationales behind policy implementation and critical factors during the enactment process within educational institutions seem to be neglected. Siddiki (2020) asserts that policy involves a range of regulations, guidelines, strategies, and practices. Thus, policy is not just about issuing regulations or creating programs in isolation but also involves a strategic, multifaceted approach designed to tackle complex challenges of improving educational systems and outcomes (Prøitz et al., 2023).

A policy is "complexly encoded in sets of texts," circulated through various documents and artefacts, and also "decoded in complex ways" (Braun et al., 2011, p. 596). While policy texts may not offer a detailed narrative, they are impactful, as the "authoritative allocation of values" influences what is achievable and reveals societal priorities and problem-solving approaches (Stacey & Mockler, 2024, p. 24). However, the relationship between policy and practice is intricate, with policy often framing practice in a nuanced, interconnected manner rather than through a simple causal or linear relationship (p. 25).

Policy-making is often characterised by instrumentality and hierarchy, whether at the legislative or institutional level. This tendency results in the implementation of a top-down, one-size-fits-all approach, which frequently overlooks the nuanced and diverse needs of educational communities (Colebatch, 2020). Ozga (2000, p. 113) contends that policy involves "negotiation, contestation or struggle between different groups who may lie outside the formal machinery of official policy-making". This statement highlights the complex nature of the policy-making process, which occasionally accommodates a range of interests and perspectives beyond official decision-making channels. In the realm of education reform, it is crucial that policy-making includes input from relevant stakeholders like academics and community organisations to ensure that the established policy meets real needs and is successfully implemented. However, it is not uncommon for policy actors, like lecturers, to be relegated to the role of mere implementers, often excluded from the policy process and lacking opportunities to voice their thoughts (Maguire et al., 2015). They often face challenges of enacting complex and sometimes ambiguous or misaligned policies, leading to ineffective outcomes or outright failure. Spillane (2004, p. 7) states that in his concept of "conventional accounts of policy implementation", such failure is often blamed on policy actors who are accused of choosing not to enact or disregarding the policy reform.

Understanding the process of policy-making also requires considering its inherently political nature. Prøitz et al. (2023, p. 3) assert that policy encompasses not only decisions that determine "ambitions, goals, and legal, financial, and pedagogical measures" but also includes political factors that entail "disagreements and conflicts of interest." Politics involves the collective decision-making process of a group of people and includes social relationships involving authority or power. A political dimension is present in every stage of policy-making, from agenda-setting to implementation. Aasen et al. (2014, p. 720) assert that the political process is often interpreted as an invisible negotiation over "who gets what, when, and how." Political actors, including elected officials, interest groups, and bureaucrats, influence the formulation and implementation of policy through negotiation, compromise, and strategic manoeuvring.

Similarly, policy enactment involves a complex and nuanced process. Maguire et al. (2015) describe it as a "process of social, cultural and emotional construction and interpretation". Policy actors like lecturers use their background knowledge and professional experiences to interpret a policy. These interpretations involve "sense-making processes" and are shaped by their respective social contexts and emotional connections to the issues (Spillane, 2004, p. 7).

As they interpret the policy, their perceptions and understandings play critical roles in shaping how these policies are applied at both institutional and classroom levels. However, these interpretations can sometimes "account for disruptions in practice" (Maguire et al., 2015, p. 486). For example, if the policy is perceived not to align with the institution's educational goals or practical realities, it might be poorly or partially enacted. In addition, Rizvi and Kemmis (1987) assert that policy enactment occasionally includes interpretations of interpretations. This statement suggests that in policy enactment, there is a creative process of interpreting and adapting policies to specific contexts, sometimes involving reinterpreting previous interpretations by others. This interpretation process is thus pivotal in determining the real-world impact of policies. It affects the extent to which policies are implemented and influences the effectiveness and efficiency of these implementations.

Policy enactment is also viewed as a dynamic process rather than a static entity. When a new policy is implemented, it ignites discussions and debates among those involved in the execution process at both institutional and classroom levels. Policy actors refine their understanding through peer discussions or professional organisations and put the policy into practice based on cultural and contextual realities (Braun et al., 2011). The term 'enact' is used over 'implement' to highlight how policy is actively interpreted and adapted, suggesting how it creatively fits into different situations and settings. Policy actors often adjust the policy to suit their educational beliefs and needs, resulting in different implementation approaches across various contexts (Siddiki, 2020). Most policies undergo continuous review and revision; in some cases, they may even be discarded or overlooked (Maguire et al., 2015). This dynamic nature implies that policy enactment evolves due to the influence of various factors (Stacey & Mockler, 2024).

Maguire et al. (2015) assert that policy enactment is a fragile and unstable process. The success of policy enactment depends on crucial factors such as "policy type, power and positionality, space and time constraints, as well as different subjectivities" (p. 485). Pan and Wiens (2024) highlight that the willingness and readiness of policy actors to embrace reform play a crucial role in determining the degree of policy enactment. Similarly, Braun et al. (2011, p. 588) argue that policy enactment is closely intertwined with "existing commitments, values, and forms of experience". This statement implies that the level of policy enactment is greatly influenced by the perspectives, values, and positions of policy actors and the inherent nature of the policies, including social, cultural, and historical contexts. Additionally, the form and scope of

enactment are shaped by the degree of obligation associated with policy implementation, whether mandated, strongly recommended or suggested (Rainford, 2020).

Moreover, the effectiveness of policy enactment is intricately linked to contextual variables. Braun et al. (2011, p. 588) divide these variables into four dimensions: situated, professional, material, and external factors. Situated factors pertain to historical and locational ties to the educational institutions, including their setting, history, and intake. Professional dimensions involve intangible contextual variables like values, lecturer commitments and experiences, and policy management. Material context refers to physical aspects such as staffing, budget, buildings, and infrastructure. External contexts encompass factors like the level and quality of local authority support and pressures from broader policy contexts such as ratings and legal requirements. These aspects may overlap but are interrelated (Pan & Wiens, 2024).

3.2 Defining curriculum

Scholars define curriculum in various ways with different meanings. Dewey (1902), a seminal educational philosopher, generally defines curriculum as a process of practical life skills containing relevant educational experiences and problems. Though Dewey conceived the curriculum theory decades ago, some of its principles are still relevant in today's curriculum reform (Williams, 2017). Dewey advocated introducing students to real-life situations through social learning interaction and settings that facilitate and enhance students' learning. Dewey's concepts strongly emphasise the social function of purposes and form the foundation of curriculum studies.

Brady and Kennedy (2019) propose a broader concept of curriculum, elucidating how curricula are defined and formulated based on their functions. They argue that curriculum serves as a tool for social change when viewed through the lens of social reconstructivism. Conversely, when approached from the perspective of academic rationalism, curriculum functions as a concept geared towards technical or practical outcomes. Brady and Kennedy's multiple perspectives on curriculum are relevant to curriculum reform today as an effective school curriculum needs to be designed to serve social and practical purposes and prepare students with knowledge and skills to make them productive employees. These functions underpin the development and prevalence of OBE, which is increasingly adopted by many developed and developing countries as the approach to curriculum reform.

Pinar (2012) proposes a different approach. He argues against correlating educational achievements with economic outcomes, explaining that the instructional goal of learning should be offering educational experiences for students. He argues for curriculum reform, where learning is a process, not a product, to meet corporate needs. Pinar's curriculum framework (2012) shifts the concept of academic knowledge from primarily being social and business-based to academic knowledge that emphasises the "individual, situated subjectively, socially, historically, a gendered, racialised and too often tragically human creature" (p. 19).

Other educators like Kropp (1973, p. 735) state that curriculum is "a set of classroom experiences systematically designed, organised, and subjected to learners for a change to a certain and predetermined manner". The design is based on comprehensive planning to explore an environment for program development, implementation, and evaluation (Stewart, 1993). In curriculum development, lecturers should (1) select learning experiences, (2) organise learning experiences, and (3) evaluate the effectiveness of learning experiences (McNeil, 1990).

According to the concepts above, the curriculum in this research is defined as an organised educational plan or document containing a set of well-formulated outcomes, a set of learning experiences selected based on outcomes, a means of organising learning experiences, and methods to assess and evaluate the achievement of learning experiences.

3.3 Curriculum change

To gain a deeper understanding of curriculum change, it is essential first to explore the nuanced facets of 'change'. Alwan (2006) defines change as the process of making something different in form, quality, or state. At certain points, change intersects with 'innovation,' which means introducing something new (Markee, 1997). McLaughlin and Ruby (2021) describe change as an ongoing, almost subconscious process that transforms existing elements into new configurations, while innovation is seen as a deliberate effort to create entirely new ideas and practices. Although these terms are often used interchangeably, change implies a broader spectrum of transformation involving aspects like rate, scale, intensity, continuity, and direction (Fullan, 2020; Print, 1993). For instance, implementing a new curriculum innovation may not always lead to actual changes in educational practices.

Curriculum change is closely linked with 'curriculum development'. While curriculum development focuses on designing and creating new curriculum components (Markee, 1997), curriculum change covers a wider range, including developing, implementing, and evaluating new curricula (Alwan, 2006; Harris & Graham, 2019). Hence, curriculum change is a multidimensional process that extends beyond merely updating curricular content. Fullan (2020) asserts that curriculum change also necessitates a shift in the educational culture, advocating for new teaching methods and philosophies. This study used the term "curriculum change" and investigated lecturers' perceptions of curriculum reform in Indonesia's higher education, moving from a competency-based curriculum to an OBE curriculum initiated in 2012.

To achieve the intended change, educational institutions need to collaborate with various stakeholders. At the institutional level, these stakeholders include university leaders, teachers, students, and community and industry representatives (Ghavifekr et al., 2019). University leaders are crucial for establishing accountability systems and guiding teachers during curriculum changes (Albritton-Terry, 2022). Carter and Piccoli (2024) elaborate on types of leadership and argue that autocratic decision-making leadership is less effective in educational settings. According to Carter, combining a set of "soft power resources such as persuasion, strategic narrative, credibility, and attraction" will enhance "power and authority" (p. 65), leading to more effective policy implementation. Collective, vision-oriented leadership is favoured for fostering a collaborative culture and academic achievement (Davis & Boudreaux, 2019; DeMatthews et al., 2021). Teachers need to understand and find meaningfulness in the changes, supported by opportunities for success (Papandrea, 2020). At the national level, the government's role is to provide comprehensive information and guidance on the changes (Fullan, 2016).

Teachers play pivotal roles in driving curriculum change. They are at the forefront of the change process, responsible for translating curriculum guidelines into classroom syllabi and effectively implementing them in their teaching practices (Porter et al., 2015). Their influence is instrumental in ensuring a consistent and effective curriculum implementation, ultimately leading to positive student outcomes (Lochner et al., 2015; McCarty, 2022). Engaging in curriculum change often demands teachers to adjust various aspects of their professional approach. These include handling administrative tasks, refining teaching methods, adapting curriculum content, optimising teaching resources, integrating technologies, and modifying

assessment methods (Hadba, 2019). Consequently, curriculum change unfolds gradually, as teachers need time to reflect on their practices before ensuring proper implementation (Madondo, 2021).

Research has revealed various factors influencing the success or failure of curriculum change. Teachers' internal factors, such as a lack of understanding of proposed changes (Madondo, 2021), inadequate skills in identifying and adopting high-quality materials (McCarty, 2022), and resistance to change (Hadba, 2019), can contribute to unsuccessful changes. External factors also play a crucial role in causing the ineffectiveness of curriculum change. The frequent adjustments in curricula influenced by political agendas often contribute to teachers' resistance to embracing curriculum change (Chimbi & Jita, 2021). Other factors include ineffective leadership (Mestry & Govindasamy, 2021; Starr, 2019), insufficient training and lack of involvement in the change process (Shawer, 2017), top-down decision-making processes (Hadba, 2019), and unsupportive organisational culture (Berkovich & Benoliel, 2021). However, all these factors can turn into supportive elements that accelerate the curriculum change process and determine the effectiveness of its implementation (Fullan, 2016). Recent research by Pan and Wiens (2024) indicates that teachers with favourable views of distributed leadership and collective learning are more open to curriculum reform.

Fullan (2016) underscores the crucial role of clarity and transparency in mitigating adverse effects during curriculum change. He stresses the importance of ensuring that teachers and all stakeholders comprehensively understand the reasons behind the changes. Hadba (2019) further highlights that curriculum change will only become effective if teachers have commitments and fully engage in implementing the new curriculum. Teachers often perceive that they require adequate curricular support and clear guidance before implementing a new curriculum to understand its requirements and how to adapt their current practices (Nevenglosky, 2018). However, teachers often perceive the support provided as insufficient, leading to challenges in fully implementing the curriculum change (Madondo, 2021). Thus, gaining insight into teachers' perceptions of curriculum change is vital, and the upcoming section aims to review research in this area.

3.4 Outcome-based education

OBE has been acknowledged for decades, originating in 1949 when Tyler introduced an outcome-based approach in his seminal work, 'Basic Principles of Curriculum and Instruction'. Tyler's concept of curriculum stemmed from a technical approach that combined market economy and society-based knowledge to meet the demands of the labour market and help students become successful workers after they graduate from university (Läänemets & Kalamees-Ruubel, 2013). Flinders and Thornton (2004, p. 51) elaborate four principles to guide curriculum development: (1) what educational purposes a school should seek to provide, (2) what educational experiences can be provided to achieve the intended purposes, (3) how the educational experiences are effectively organised, and (4) how to determine the purposes are attained. Curriculum designers need to determine the objectives in advance by considering students' needs in the future to face "the critical problems of contemporary life" (p. 52). Education institutions should equip students with knowledge, skills, attitudes, and other necessary life values. These aspects are derived from the objectives and further implemented in the school experiences.

Tyler's curriculum model is simpler than subsequent models that stem from his original concept (Hunkins & Hammill, 1994). Spady (1994) extends Tyler's concept by proposing a curriculum development framework known as OBE. While Tyler provides only general principles of the outcome-based curriculum, Spady offers guidelines for designing objectives, learning experiences, and evaluations, as outlined in his influential book 'Outcome-Based Education'. Spady (1994) defines OBE as an educational theory that structures every facet of an educational system around predetermined goals. OBE focuses on what students can demonstrate after engaging in learning activities and is widely adopted to reform curricula, emphasising specific LOs students are expected to attain when completing their studies (Nakkeeran et al., 2018; Pradhan, 2021). These outcomes are tailored to align with contemporary market and societal demands (Shaheen, 2019; Zilkha, 2018). Spady's OBE framework forms the foundation of this present study.

Spady (1994) argues that OBE necessitates a systemic change within educational institutions. He defines systemic change as organising all aspects of an educational system to support students' needs in achieving the expected LOs. He emphasised three crucial areas for consideration: the external environment, the internal system and the curriculum. The external

environment includes stakeholders, graduate users, employers, and the public. The internal system and curriculum involve policymakers, academic members, faculty, and study program staff. As a curriculum design approach, OBE entails modifications in objectives, instructional delivery modes, and assessment methods. Successful OBE implementation requires administrative policies, organisational support, and a positive teaching culture, as these elements significantly influence curriculum implementation (Zilkha, 2018). Spady (1994, p. 114) asserts that "not all OBE is created equal" because each institution has unique resources and students have diverse learning styles and preferences. Thus, curriculum developers or lecturers should carefully create a set of curriculum documents that clearly define goals, profiles, LOs and other statements for the teaching-learning process to align with the institutional vision and mission (Hughes, 1999). These documents play a vital role in determining measurable LOs and determining appropriate teaching methods and assessment tools to evaluate students' learning performance.

Spady (1994) proposes four standard principles to help curriculum actors effectively implement OBE: a) staff commitment, b) clear outcomes with future-oriented, c) performance-oriented class instruction, and d) consistent delivery, assessment system, and reporting. In terms of staff commitment, OBE requires a high collective commitment from leaders, administration staff and teaching staff to design and enact the curriculum. Lecturers are the most crucial as their knowledge and understanding directly affect the success or failure of achieving OBE's goals (Benoliel & Berkovich, 2021; Cooper et al., 2004; Harris et al., 1995). The next principle is developing clear outcomes with future orientations. It deals with lecturers' ability to design a clear picture of competence, instructional delivery, and assessment to help students gain the necessary knowledge and skills for their future careers. Future-oriented outcomes will help students face "all socio-economic stressors and related symptoms, a transformation of the worldview of alternative futures" (Hsu, 2020, p. 105), and enhance students' future thinking.

Regarding performance-oriented class instruction, OBE requires lecturers to design learning activities and tasks that encourage students to perform specific skills they have learned (Spady, 1994). Performance is an immediate demonstration of knowledge, skills, values or attitudes resulting from a learning experience (Human Sciences Research Council, 1995, p. 41). The performances include three aspects: 1) what students know, 2) what students can actually do with what they understand, and 3) their confidence and motivation in carrying out the demonstration (Pradhan, 2021). Students are expected to perform all of these aspects

throughout the learning process. The final standard is to deliver effective and consistent assessment reporting systems. Lecturers need to choose modes of delivery that accommodate learner's different needs, developing creative and innovative ideas in teaching to change the learning paradigm from lecturer-centred to student-centred. Lecturers necessarily promote "a cooperative culture of learning" in their teaching to help students increase integrated aspects of knowledge, skills, and values (Williamson, 2000, p. 62).

Assessment plays a pivotal role in OBE in determining whether or not a standard qualification has been accomplished. The term 'assessment' refers to collecting information about student learning based on the LOs stated (Lucen, 1998). This means that assessment tools provide detailed and deliberate evidence of students' performances and whether they have met the expected outcomes. They are not used to grade students or compare one student to another. Lecturers should carefully select kinds of assessment relevant to each LO and develop the standard performance criteria. Students' performance is then reported in detailed and consistent ways.

An OBE curriculum is underpinned by LOs, as demonstrated by students at the end of the course (Harden, 1999). The term 'outcomes' is often used interchangeably with the terms 'competency', 'standard', 'benchmark' or 'attainment targets'. Outcomes are statements of what students can demonstrate after joining a learning process (Spady, 1994). Accordingly, outcomes may include numerous aspects, such as program outcomes, external level outcomes, particular area outcomes, and subject LOs. LOs refer to statements that explain what knowledge, skills, and attitudes students should demonstrate after joining a unit. These outcomes are defined by an individual lecturer or a team under similar subjects. In OBE, curriculum developers develop a list of LOs derived from the exit outcomes and the institution's mission and goals (Nakkeeran et al., 2018). In developing learning outcomes (LOs), lecturers should use tangible actions, i.e., explaining, describing, developing, designing, creating, producing, and demonstrating, rather than abstract objects like values, beliefs, attitudes, or psychological states of mind (Manzoor et al., 2017; Spady, 1994). Ambiguous action verbs that do not reflect measurable performances, such as 'understand', 'believe', 'perceive', 'think', and 'know' should be avoided. These outcomes indicate students' accomplishment of a degree program they undertake.

3.5 Research on OBE implementation in Indonesia's higher education

A literature review was conducted to gain insights into the implementation of OBE in Indonesia's higher education context. The review covered research conducted between 2012 and 2023, during which OBE emerged as the predominant approach to curriculum design. Published studies were collected through the University of Technology Sydney's journal finders and Google Scholar. Various keywords were used to locate pertinent information, including 'outcome-based education', 'OBE,' 'outcome-based curriculum,' and 'Indonesia'. In total, twenty-three miscellaneous documents were initially found.

Throughout the screening process, several OBE studies that did not pertain to ELT in higher education were excluded. These exclusions involved studies conducted in other study programs (Astuti et al., 2020; Handayani & Wibowo, 2021; Widyatuti & Jauhar, 2022), elementary schools (Syatriana & Erwin, 2021; Usman et al., 2022), high schools (Lukman, 2021), and vocational schools (Prihantoro, 2020). After careful verification, only nine published studies were identified as relevant for this research. This limited number suggests that the body of research in this field has received less attention among scholars.

The existing research covers a range of topics. Some studies focused on curriculum evaluation, such as developing OBE-driven syllabi and learning materials (Sujana et al., 2022), aligning learning outcomes with the INQFs (Solikhah & Budiharso, 2019), evaluating ELT learning outcomes designed based on the INQF-based curricula applied in Islamic higher education institutions in Indonesia (Sukirman, 2022), and comparing Indonesian university learning outcomes with those from other countries (Royani et al., 2022). Other studies explored the impact of OBE on students, including investigations into factors influencing learning outcomes (Syamsudin & Maulana, 2023), the promotion of student autonomy (Wijaya, 2020), and the creation of inclusive learning environments through OBE (Purwaningtyas & Fatimah, 2020). However, there is limited research that specifically addresses lecturers. One study conducted by Solikhah (2022) investigated the challenges faced by lecturers during the implementation of OBE. While this study highlighted the difficulties encountered by many lecturers, it did not comprehensively identify the primary sources of these difficulties or offer a thorough explanation of their effects. Furthermore, some critical aspects, such as lecturers' perceptions of OBE and how they implement OBE in classroom practice, have remained under-researched.

In terms of research methodology, previous studies predominantly utilised qualitative research designs (Royani et al., 2022; Solikhah, 2022; Solikhah & Budiharso, 2019; Sukirman, 2022; Wijaya, 2020), with some adopted research and development approaches (Sujana et al., 2022) and classroom action research (Purwaningtyas & Fatimah, 2020). These studies used numerous data collection methods, including classroom observations, interviews, focus group discussions, questionnaires, and document analysis. None of these studies used quantitative methods to generalise findings to larger populations or a mixed-methods design to understand the research phenomena. Furthermore, while these studies often had a limited scope, focusing on specific universities or regions, none of them investigated the nationwide implementation of OBE. For instance, a robust national survey is necessary to address this issue.

Previous research indicated the suitability of OBE as a curriculum approach for higher education institutions in Indonesia. OBE was deemed feasible and has been successfully adopted by most Indonesian universities (Purwaningtyas & Fatimah, 2020; Rahayu et al., 2021; Wijaya, 2020). For instance, Royani et al. (2022) asserted that OBE was proven effective in enhancing students' engagement in learning, making their educational outcomes more measurable, and creating enjoyable learning experiences. OBE is a catalyst for lecturers, stimulating self-awareness and encouraging self-evaluation of their teaching methodologies and assessments (Wijaya, 2020). This curriculum approach assisted in empowering lecturers to autonomously design learning outcomes that equip students with essential life skills applicable to job markets and their future careers.

The studies above underscore the successful implementation of OBE in Indonesia, yet there are also critics among other researchers. A focus group discussion conducted by Solikhah and Budiharso (2019) revealed that many lecturers encountered difficulties when designing OBE-driven syllabi. Accordingly, these challenges were evident in numerous ELT curricula with somewhat vague descriptions of learning outcomes. Unclear learning outcomes can lead to confusion and disengagement among students, challenges in designing effective learning activities and assessments for teachers, and difficulties in measuring student progress and success (Spady, 2020). Similarly, research conducted by (Sukirman, 2022), who analysed 657 learning outcomes from 13 INQF-based ELT curricula in Islamic higher education institutions in Indonesia, revealed that most of these learning outcomes were poorly constructed. Sukirman criticised that the learning outcomes were not clearly conceptualised and were often overlapping.

Previous findings indicate that poorly constructed LOs were primarily due to the limited understanding of OBE principles (Sukirman, 2022). Many lecturers and curriculum developers do not fully understand the concept of outcomes and OBE curriculum requirements (Solikhah, 2022). This lack of understanding regarding OBE might hinder lecturers in developing appropriate OBE-driven subject outlines, ultimately leading to ineffective implementation in classroom practice. This issue is further compounded by factors such as a lack of administrative support and complexities in establishing stakeholder partnerships (Krishnapatria, 2021).

Another issue is the confusion lecturers experience regarding subsequent curriculum policies implemented in Indonesia's higher education. As discussed in Section 2.3.3.1, Indonesia introduced the INQFs in 2012 and mandated all higher education institutions to align their curricula with it by 2014, with OBE serving as the primary approach for curriculum design. The higher education curriculum gained renown under the name of the INQF-based curriculum. However, implementing OBE faced hurdles as many lecturers were unfamiliar with it and continued to rely on the ordinary, competency-based approach (Solikhah, 2022). OBE became a more prominent approach in early 2019, leading to the national curriculum being known as the OBE curriculum. To reinforce OBE policy implementation, the government implemented the *Merdeka Belajar* policy in early 2020 (Junaidi et al., 2020).

The emergence of several concepts, such as OBE, INQFs and *Merdeka Belajar,* has confused lecturers. It appears that every new curriculum policy implemented by authorities is perceived as a curriculum change, and lecturers seem to lack solid understanding regarding these policies and their intricate connections (Mufanti et al., 2024). Nevertheless, no published study on OBE policy implementation in Indonesia has offered comprehensive insights into lecturers' understanding of these curriculum concepts and their interconnections. Similarly, researchers seem also overwhelmed by the complex nature of curriculum reform and the terminology involved. For instance, (Solikhah, 2022) investigated the challenges educational programs face when transitioning from a competency-based curriculum (CBC) to an OBE curriculum. She framed her research question: "What are the primary issues encountered by lecturer education programs in Indonesia while incorporating CBC KKNI[10] into the OBE KKNI?" The term "CBC KKNI" is not specified in the government regulations. This issue may arise from a lack

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[10] KKNI (*Kerangka Kurikulum Nasional Indonesia*) refers to the same concept as INQF

of understanding of curriculum changes and a limited capacity to critically analyse government policies (Direja, 2017; Primastuty et al., 2017).

Moreover, prior studies have predominantly focused on investigating OBE-driven curriculum documents prepared by lecturers. However, other crucial aspects are underexplored, such as lecturers' familiarity with government-established curriculum guidelines (so-called intended curriculum) and the practical enactment of their OBE-driven syllabi in classroom practice (so-called enacted curriculum). This study aims to fill these gaps by investigating lecturers' perceptions of OBE implementation across Indonesia using robust national surveys and interviews.

3.6 Lecturers' perceptions of curriculum change

Implementing OBE involves comprehensive system reform that necessitates the active participation of faculty members, government, and external stakeholders. To accurately capture the implementation of OBE, focusing on the micro-perspective within a classroom context where the curriculum is enacted is crucial. Lecturers play pivotal roles at the forefront of OBE design and implementation, assuming responsibilities as planners, controllers, facilitators, supervisors, and managers in developing a learner-centred curriculum (Nakkeeran et al., 2018). Similarly, (Fullan, 2016) emphasises the crucial role of teachers in the curriculum change process. Teachers' background, training, subject matter knowledge, motivation, commitment to teaching, and attitudes towards proposed innovations of teachers profoundly influence their ability and willingness to enact change (Mathura, 2019). These insights underscore the necessity of understanding the curriculum from teachers' perspectives

Defining the term 'perceptions' is important to glean insights into lecturers' views of curriculum change. Perceptions are often utilised in constructivist research to refer to individuals' interpretations of reality (Alwan, 2006). Lincoln and Guba (1985) describe perceptions as unique, partial views of reality shaped by one's own experiences and open to different interpretations. Perceptions often intertwine with beliefs. According to Pajares (1992), beliefs are stable cognitive constructs representing an individual's convictions about truth, while perceptions are generally more immediate, fluid, and subject to change. Hence, the term 'perceptions' is used in this study to capture English lecturers' perspectives on implementing the OBE curriculum.

Scholars in curriculum studies have explored the link between teachers' perceptions and curriculum change. Flett and Wallace (2005) assert that perceptions strongly affect teachers' acceptance or rejection of curriculum change. Sulaiman et al. (2017) confirm teachers' perceptions determine their willingness to implement a new curriculum policy. If teachers perceive curriculum change positively, they will likely be receptive to the new curricular initiatives and eager to adopt it in classroom practice (Papandrea, 2020). In contrast, teachers with negative perceptions are inclined to lack motivation and commitment to carry out the change (Rogan & Aldous, 2005). Thus, what teachers perceive influences the degree of curriculum implementation, including the development of LOs (Fullan, 2016).

Other scholars further highlight the strong connections between teachers' perceptions and teaching practices (Borg, 2018; Hadba, 2019; Papandrea, 2020). Borg (2018) asserts that teachers' decisions in classroom instruction are strongly affected by their views on teaching and learning, students, and self-esteem. These perceptions impact their pedagogical choices, including teaching techniques, assessment methods and tools, and instructional materials (Sanchez, 2014). Teachers' perceptions shape their readiness to embrace new pedagogical practices in the classrooms that align with the intended curriculum (Hadba, 2019).

Teachers' perceptions of curriculum change may vary depending on various factors. (Hargreaves, 2005) asserts that teachers' responses to educational change vary based on age and career stage. It is highlighted that junior teachers are typically enthusiastic, mid-career teachers tend to be selective in embracing changes, and more experienced teachers often resist and display resilience to change. Teachers may have positive perceptions and embrace the change if they find it necessary to enhance the quality of education (Abduh et al., 2022; Gamal, 2018; Harris & Graham, 2019). For example, Abduh et al. (2022) discovered that many Indonesian EFL teachers perceive positive impacts on their professional and pedagogical growth due to curriculum reform, enabling them to update their knowledge and skills in line with current practices. These results highlight that teachers' favourable views are shaped by crucial factors like the nature of the change, the support available, and the extent of teacher involvement in the decision-making process (Fullan, 2016).

Likewise, Werdiningsih et al. (2022) uncover strong endorsement among teachers for implementing the *Merdeka Belajar* curriculum in Indonesia. This curriculum encourages flexibility and meaningful learning experiences for students from diverse sources and offers

teachers training and professional development opportunities. Elliott et al. (1999) argue that while most teachers view curriculum change positively, its practical implementation in schools poses challenges. Despite their positive perceptions, many teachers provide qualified endorsements of curriculum change, expressing the need for additional training in implementing the new curriculum and the effective use of technology in the learning process to achieve effective curriculum implementation (Gulo, 2024).

In contrast, numerous studies shed light on teachers' unfavourable perceptions of curriculum change. Papandrea (2020) uncovers teachers' negative perceptions of the mandated curriculum change in New York Public Schools, shifting from traditional content to literacy skill-based assessments. The research reveals communication challenges among teachers, administrators, and the government, resulting in confusion and frustration among teachers in implementing the curriculum. McGrail (2005) notes that teachers' unfavourable perspectives on curriculum change stem from their unpreparedness for the shift. The study emphasises the crucial need for clear guidelines for expected changes and the rationale behind them to enhance teacher acceptance and adaptability. Similarly, Kessler-Hopek (2019) points out that teachers' negative perceptions stem from inadequate involvement in making and revising curriculum standards, leading to increased stress levels and workloads during curriculum changes. All these studies highlight teachers' unfavourable perceptions towards curriculum change, with the contributing factors stemming from various sources.

Other studies have also shown that teachers' unfavourable perceptions of curriculum change are evident. Cheung and Wong (2012) point out that teachers' inadequate understanding of curriculum reform is the primary obstacle to its successful implementation, contributing to these negative perceptions. A lack of clarity regarding the curriculum can result in resistance to curriculum change, disrupting the implementation process (Jackson, 1986). Phelokazi (2016) further observes that frequent curriculum changes contribute to teacher confusion, ultimately impacting the effectiveness and quality of instruction. Other reported factors include teachers' limited involvement in the change process (Hughes, 1999), feelings of marginalisation (Alwan, 2006), and insufficient encouragement from administrators to participate in curriculum-related activities (Carl, 2005).

Research findings also uncover a mismatch between teachers' perceptions of new curriculum implementation and its actual adoption in classrooms. Roelofs and Terwel (1999) explore how

teachers adapt to constructivist ELT. The study discovers a gap between what teachers think about their teaching practices and how they are enacted. Many teachers do not fully embrace the new approach because it requires significant changes in their roles and lacks support, including the need for adjusted work conditions. Furthermore, Karavas-Doukas (1998) observes that teachers often revert to traditional teaching methods rather than embracing the new communicative techniques mandated by the curriculum change. The reluctance to adopt these changes is attributed to a lack of understanding of the curriculum change and the expected shifts in teaching practices, resulting in a mismatch between what is planned for teachers to implement and what they actually implement (Albritton-Terry, 2022).

Teachers' perceptions of curriculum change can transform over time. Alwan (2006) investigates teachers' perceptions of curriculum change in the United Arab Emirates and reveals that teachers gradually shift towards more favourability as educators become more acquainted with the intended changes. McGrail (2005) notes that teachers often feel powerless when compelled to adopt changes without much choice, but their willingness to embrace change improves when the rationale becomes more apparent. Various factors alter teachers' perceptions, including the availability of support, training, and professional development (Shawer, 2017; Smith & Robinson, 2020).

For effective curriculum change, teachers need adequate curricular training. Govender (2018) underscores the vital role of appropriate curricular training in African schools, where many teachers perceive a deficiency. In the Australian Adult Migration Education context, Nunan (1988) identifies curricular training and support as a significant barrier during transitioning to a learner-centred curriculum. Gibbs (1998) adds that training should be relevant and contextual. The mismatch between provided training and required practical skills in classrooms hinders the implementation of planned curriculum changes, particularly due to insufficient teacher involvement in planning. If training fails to meet teachers' expectations, they are unlikely to alter their perceptions and may adhere to familiar behaviours (Korthagen & Lagerwerf, 1996; Tillema, 1998).

Institutional support is considered crucial for facilitating curriculum change. McCarty (2022) emphasises the role of university leaders in providing necessary facilities and tools to assist teachers in implementing change, including easy access to curriculum resources. Establishing a resource centre to support teachers can bridge the gap between the newly introduced

curriculum and its practical implementation, empowering teachers to develop successful strategies (Nevenglosky, 2018). Madondo (2021) notes that teachers perceive access to resources such as technology, curricular guidelines, and materials as key to effective curriculum implementation. Additionally, administrative support is vital for teacher success, especially when implementing new curriculum initiatives (Bautista et al., 2016; McCarty, 2022). Albritton-Terry (2022) discovered that teachers consider collaboration and idea exchange with administrators crucial for facilitating systemic change, leading to the successful implementation of mandated curriculum changes.

Furthermore, professional development significantly shapes teachers' perspectives on curriculum change. According to Nevenglosky (2018), professional development plays a crucial role in helping teachers comprehend curriculum initiatives and fostering confidence in curriculum management. Through professional development, teachers can better understand standards, instructional materials, and effective engagement strategies for student learning in the classroom. This, in turn, enhances their effectiveness and efficiency in teaching and connecting with students (Kessler-Hopek, 2019; McCarty, 2022). Teachers may rely on existing curricular resources without professional development, resulting in ineffective curriculum implementation (Govender, 2018; Smith & Robinson, 2020).

Given the dynamic and intricate nature of change, employing an appropriate approach is advisable to better understand teachers' perceptions of curriculum change. Gatbonton (2000) suggests that the most effective way to comprehend teachers' perceptions is to encourage them to reflect on their own actions. Researchers should inquire about what teachers know regarding the rationale, purposes, and aspects of curriculum change and observe how they develop the curriculum documents and enact the change in classroom practice (Johnson & Ma, 1999). To accomplish this objective, numerous studies recommend employing diverse data collection methods, integrating surveys, interviews, focus group discussions, observations, and document analysis to collect quantitative and qualitative data (Clifton, 2023; Kessler-Hopek, 2019; Papandrea, 2020). This approach assists in comprehensively understanding the nuances of teachers' perspectives on curriculum change, leading to a more comprehensive and insightful analysis of the factors that hinder and support the implementation process (Johnson & Christensen, 2019).

3.7 Theoretical framework

This section outlines the theoretical framework employed in this research to investigate how lecturers perceive, understand, and implement the OBE curriculum in Indonesia's higher education. The study utilises Porter and Smithson's (2001) model of curriculum process stages, focusing on two key concepts: intended curriculum and enacted curriculum, as illustrated in Figure 3.1.

Figure 3.1 The process of curriculum implementation
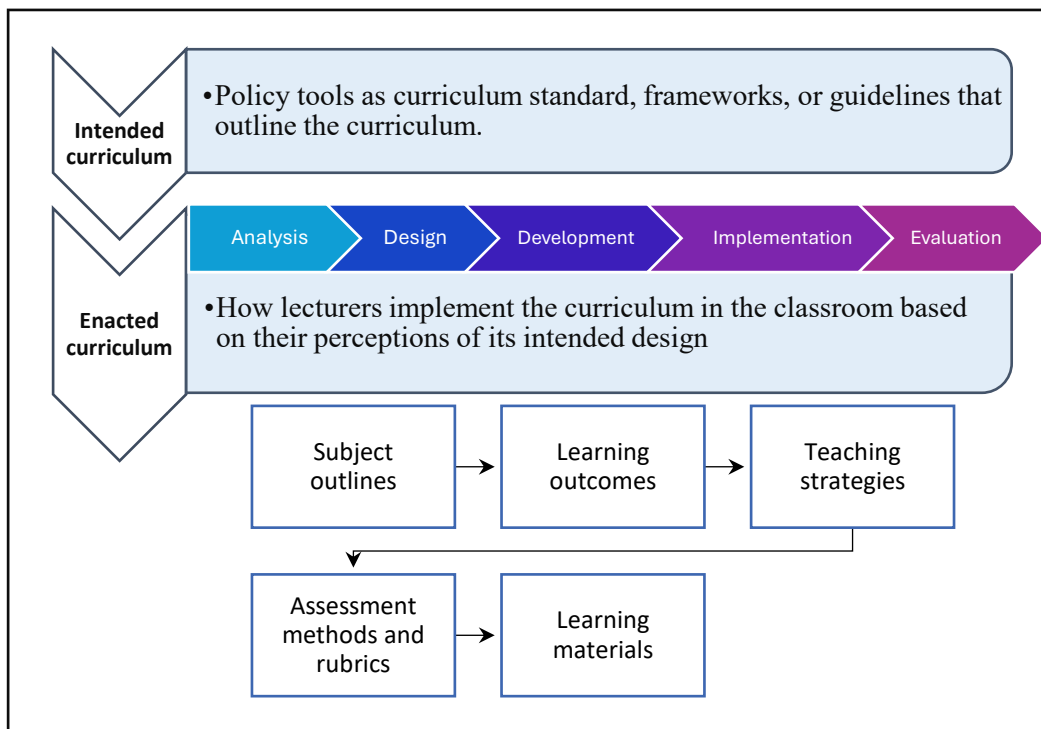
Adapted from Porter and Smithson (2001)

3.7.1 Intended curriculum

The intended curriculum is defined as "policy tools such as curriculum standards, frameworks, or guidelines that outline the curriculum teachers are expected to deliver" (Porter & Smithson, 2001, p. 2). This definition implies that the intended curriculum relies on a theory or concept as perceived or interpreted by teachers. Porter et al. (2011) add that the intended curriculum includes content standards for subjects and grade levels, revealing the instructional content targets for the enacted curriculum. This means the intended curriculum encompasses the content, skills, and values that the educational system aims to impart to students. The intended

curriculum is typically documented in curriculum guides, standards, frameworks, or syllabi, providing a blueprint for teachers to follow (Ross, 2017). Ben-Peretz (1990) also defines the intended curriculum as an official document prepared by curriculum authorities. This understanding aligns with the concept of the official or prescribed curriculum, which is formal and clearly outlines educational goals set by educational authorities or policymakers.

Concerning the intended curriculum, Ross (2017) uses the term "interpretation" to investigate teachers' understanding of curriculum standards in Australia. The Australian Curriculum consists of clear guidelines for teachers to interpret these documents directly. In her research, Ross (2017) examined how teachers in Queensland interpreted the curriculum documents provided by the curriculum authority. Similarly, this research uses the term "perception" to investigate how lecturers perceive the implementation of the OBE curriculum. It also employs the term "understanding" to examine how closely teachers align with the official curriculum provided by the Ministry of Education.

In Ross's (2017) study, the curriculum documents provided by the Australian Curriculum Authority offered comprehensive guidelines and content for each subject and level, which teachers could use to develop their lesson plans. Porter and Smithson (2001) also note that the curriculum documents or policy tools differ significantly from one state to another. However, they suggest that two crucial types of information need to be gathered when studying the intended curriculum. This includes understanding the curriculum's composition as outlined in policy documents and measures that describe the policy documents themselves. Porter and Smithson (2001) highlight the importance of questions such as: How consistent are the policies regarding curricular expectations? How detailed are the policies in specifying the content to be taught? How authoritative are the policies among teachers? Moreover, what level of influence do the policies have in terms of rewards for compliance and penalties for non-compliance? (Porter, Floden, Freeman, Schmidt, and Schwille, 1988; Schwille et al., 1983).

This present study does not investigate how lecturers interpret the guidelines and the contents because lecturers do not directly receive them. However, this study takes suggestions from Porter and Smithson (2001) to gather data on policies related to the implementation of the OBE curriculum. The information about curriculum policies will be adapted to the context of Indonesian policies. This study gathers information on lecturers' perceptions of the curriculum change and the effectiveness of curriculum implementation standards, their understanding of

the curriculum changes implemented since 2012, their comprehension of how to connect the INQFs, *Merdeka Belajar*, and OBE, their understanding of the reasons behind the adoption of the OBE curriculum, and their grasp of the definition of OBE itself.

The policy documents regarding the OBE curriculum, published by the Indonesian Ministry of Education, contain regulatory statements concerning the curriculum used in higher education.[11] These documents are outlined here, while the outcomes, as parts of the documents, are attached in the appendices. The policy documents were outlined in the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No. 44 of 2015, Article 5, Section 2, No. 1 about Graduate Competency Standards, states:

> Graduate competency standards are the minimum criteria regarding the qualifications of graduates' abilities, which include attitudes, knowledge, and skills as articulated in the graduates' learning outcomes.

The Regulation of the Minister of Education and Culture No. 3 of 2020, Article 5, Section 2, No. 1 on National Standards for Higher Education, reads:

> Graduate competency standards are the minimum criteria regarding the qualifications of graduates' abilities, which include attitudes, knowledge, and skills as articulated in the graduates' learning outcomes.

It was revised with the new policy issued by the Minister of Education, Culture, Research, and Technology No. 56 of 2022 on Standards for Teacher Education in paragraph 1 regarding Graduate Competency Standards, Article 19, as follows:

> 1. The graduate competency standards referred to in Article 18(a) are the minimum criteria for the qualifications of graduates' abilities, which include attitudes, knowledge, and skills as articulated in the learning outcomes of the PPG Program. 2. The formulation of learning outcomes as referred to in paragraph (1): a. includes pedagogical, social, professional, and personal competencies for teachers beginning their teaching careers; b. refers to the description of graduate learning outcomes in the National Higher Education Standards; and c. is equivalent to level 7 in the Indonesian National Qualification Frameworks. 3. Provisions regarding the learning outcomes referred to in paragraphs (1) and (2) are included in Appendix 12, which is an integral part of this Ministerial Regulation.

All these have been replaced by new higher education quality assurance policies outlined in Regulation of the Minister of Education, Culture, Research, and Technology of the Republic

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[11] For this study, the policies referenced are those in place prior to 2022, as the data collection was conducted that year. However, the new policies have been included in this section to provide a comprehensive understanding of the evolution of curriculum policies in Indonesia.

of Indonesia No. 53 of 2023, Paragraph 2, Article 6, No. 1 on Higher Education Quality Assurance. The policies about the curriculum are outlined in Paragraph 2 on Graduate Competency Standards, which states:

> Graduate competency standards are the minimum criteria regarding the integration of attitudes, skills, and knowledge that reflect the achievements of students from their learning outcomes at the end of their higher education program.

Thus, these regulations contain statements about the curriculum in their articles. They do not explicitly mention which curriculum is used or its name. These regulations do not provide a comprehensive overview and detailed description of the curriculum dimensions, minimum LOs to be achieved, planning and teaching the curriculum, or information about its implementation. However, they explain that graduate LOs encompass competencies in knowledge and technology, general skills, specific knowledge and skills needed for the workforce, and intellectual abilities to think independently and critically. The regulations also specify that these LOs are to be developed by the program management unit with the involvement of (1) stakeholders, (2) businesses, industry, and the workforce. Furthermore, the Ministerial regulations provide information regarding the minimum standards for bachelor's programs:

> 1. Mastery of theoretical concepts in specific areas of knowledge and skills, both generally and specifically, to solve problems procedurally within the scope of their work; and 2. Ability to adapt to changing situations encountered.

The main competencies of graduates from study programs are developed by the association of similar study programs in collaboration with other relevant parties. If such an association has not yet been formed, the primary competencies of the graduates are developed by the higher education institution. As explained in Chapter 2, the English Language Education Study Program has formed an association named the English Language Education Study Program Association (ELESPA), established in 2016.

3.7.2 Enacted curriculum

The enacted curriculum refers to the process where the curriculum is implemented, and learning is expected to happen. It means the curriculum is an action, not a document. Pinar (2019) introduced the concept of "the lived experience of the curriculum," or "*currere*" in Latin. This idea signifies a significant shift from viewing the curriculum as a static document to understanding it as a dynamic, evolving process. Pinar (2019) suggests that instead of

treating the curriculum as a fixed entity, it should be seen as an active, ongoing journey encompassing both the intended curriculum and teachers' lived experiences.

Further, Pinar (2015) points out that research should move beyond merely analysing and describing curriculum documents to understanding the individual experiences within the curriculum process. Curriculum is an essential concept that acts as a counter to time, shaping the present and creating hope for future benefits. This implies that studying the curriculum involves not only analysing it as a document but also understanding how it is enacted in practice. The curriculum should be seen as an ultimate goal designed to bring about meaningful impacts in education and society at large. Therefore, it is crucial for teachers to thoroughly understand the curriculum concept, enabling them to design and implement subject outlines effectively in the classroom to achieve the desired outcomes. Additionally, understanding the full scope of the curriculum experience involves exploring various influencing factors such as culture, politics, gender, ethics, history, race, and spirituality. It is important to understand the factors beyond the enactment of the curriculum. Curriculum policies should have a significant impact on individuals, society, and history (Pinar, 2019). Therefore, examining how teachers implement curriculum policies in the classroom is anticipated to have a profound impact on individuals, society, and history (Pinar, 2019).

Porter and Smithson (2001) define the enacted curriculum as "the actual curricular content that students engage in the classroom" conducted by teachers (p. 2). Other scholars define the enacted curriculum as engaging the prescribed curriculum in the classroom with the students (Choppin et al., 2020; Ellis, 2014). Drawing from these conceptions, Ross (2017) defines enactment as the perception of the intended curriculum, which is actually delivered by teachers in the classroom to students to learn the specific content. In all these definitions, the concept of curriculum relies on the enactment process. Thus, the sense of curriculum shifts from a 'noun' to a 'verb' (Pinar, 1988).

This study defines the enacted curriculum as how lecturers enact or practically deliver the OBE curriculum in the classrooms. This includes designing subject outlines, developing LOs, selecting and/or developing learning materials, and selecting relevant teaching strategies and assessment methods. Typically, teachers' pedagogy in applying these strategies and conducting the assessment process is influenced by their perceptions, knowledge, and beliefs about the concept of the new curriculum (Ross, 2017).

3.7.2.1   Subject outlines

When discussing the term "subject outlines," numerous scholars offer various definitions. These include Albers (2003), Ashcraft (2014), Fink (2012), Hockensmith (1988), Matejka and Kurke (1994), Parkes and Harris (2002), Slattery and Carlson (2005). However, they share a common understanding that a subject outline is a crucial part of teaching, serving as a roadmap for teachers to ensure their instruction is effective and aligns with the expected outcomes for graduates. Subject outlines are "at the heart of being an effective teacher" (Ashcraft, 2014, p. 1). Further, Ashcraft (2014) points out that developing a subject outline necessitates a creative effort from teachers to integrate their understanding with the curriculum approach, ensuring it aligns with the needs of language acquisition and language teaching pedagogy. A subject outline is a structured learning program designed to produce graduates with competencies that align with either the graduates' LOs or the program's LOs (Junaidi et al., 2020). Ashcraft (2014) reinforces this by asserting that the process of writing subject outlines provides teachers with a valuable opportunity to thoughtfully consider the selection of outcomes, teaching strategies, and materials, ensuring they align with and fulfil the goals of the study program.

Furthermore, (Fink, 2012) elaborates that the purpose of a subject outline depends on its user. It serves multiple functions: a planning tool for instructors, a subject guide for students, a teaching resource, an artefact for teacher evaluation, and evidence for accreditation purposes. Accreditation staff, for instance, use these documents to assess the quality of educational institutions, teachers use subject outlines to communicate assignments and grading information to students, and study programs or curriculum policymakers use them to evaluate curriculum implementation or program development. Thus, a subject outline is a formal document that plans the teaching-learning process, serves various organisational purposes, and provides a number of benefits.

Fink (2012) identifies three components of subject outlines: learning goals, assessment, and teaching and learning activities. Other scholars separate subject outlines into objectives, contents, and assessments (Hunkins & Ornstein, 1988; Kimpston & Rogers, 1986; Ornstein & Hunkins, 2017). According to the regulations issued by the Indonesian Minister of Education, Culture, Research, and Technology No 53 Year 2023 (Indonesian Minister of Education, 2023), subject outlines are divided into three parts: planning, implementing, and evaluating the

learning process. Planning includes defining LOs, strategies and methods for achieving these outcomes, and ways to assess their attainment. Subject outlines must minimally include:

a. Program of Study name, subject name and code, semester, credits, and instructor name.

b. Graduate LOs associated with the subject.

c. Final abilities planned for each stage of learning to meet the graduate LOs.

d. Study materials related to the abilities to be achieved.

e. Teaching methods.

f. Time allocated to achieve abilities at each learning stage.

g. Student learning experiences are reflected in the tasks to be completed during the semester.

h. Criteria, indicators, and assessment weightings.

i. List of references used.

Thus, from these definitions, this study categorises subject outlines into four components: learning outcomes, teaching strategies, teaching materials, and assessment, which will be discussed below.

3.7.2.2 Learning outcomes

a. Conceptualising learning outcomes

The term "learning outcomes" is still debated among curriculum researchers. Some researchers consider learning outcomes synonymous with learning objectives, using the terms interchangeably (Baldizan & McMullin, 2005; Fiegel, 2013; Harden, 2002; Prøitz, 2010) and Fiegel (2013) argues that both terms have the same meaning and purpose, thus distinguishing between them is unnecessary and could cause overlap. Allan (1996) supports this by noting that teachers may experience confusion and difficulty differentiating between learning outcomes and objectives. Many institutions and scholars worldwide continue to use these terms interchangeably, indicating a general consensus on their equivalence. On the other hand, some scholars differentiate between the two terms. For instance, the University of Toronto (2008), Brooks et al. (2014), Khoza (2013), and Kennedy (2006) argue that learning outcomes are more specific and should be developed after learning objectives. They believe that learning outcomes are precise statements derived from broader learning objectives.

In Indonesia's higher education context, the term "learning objectives" was commonly used with competency-based curricula. As the curriculum shifted to an outcome-based approach, scholars began using the term "learning outcomes" instead. However, some scholars still use the terms interchangeably, such as Solikhah and Budiharso (2019). Also, Sukirman (2022), following Meda and Swart (2018), uses the terms interchangeably without specific distinctions. Nevertheless, to avoid confusion and maintain consistency, Sukirman's (2022) study opts to use "learning outcomes" exclusively, reflecting the current OBE curriculum. Consequently, this research uses the term "learning outcomes" consistently, aligning with contemporary curriculum practices and avoiding ambiguity.

Literature reveals diverse definitions of learning outcomes, depending on the research purpose and context. Therefore, no single definition is universally accepted. Sukirman (2022), in a literature study found that despite differing perspectives among scholars and the absence of a globally agreed definition, there is no significant debate on this issue.

For his research, Sukirman (2022) conducted an in-depth review of the literature on learning outcomes' definitions. He observed a tendency among scholars to define learning outcomes as clear statements detailing what learners should do and know after completing a program (Donnelly & Fitzmaurice, 2005; Harden, 2002; Hussey & Smith, 2003; Kennedy, 2006). For instance, Harden (2002, p. 678) describes outcomes as "the competencies expected of a learner at the end of a particular phase of their education or training." This aligns with Spady's (1994) concept of Outcome-Based Education, where outcomes are defined as measurable achievements students should demonstrate after relevant activities. Moreover, the Center for the University of Toronto (2008) states that outcomes describe the knowledge or skills students should possess by the end of a specific assignment, class, subject, or program, helping students understand the utility of that knowledge and skill. Rao (2020) defines outcomes as abilities acquired by students at the end of a learning experience, ranging from a single instructional unit to a formal college program spanning two to four years. He adds that outcomes are referred to as "learning products" as they result from the learning process.

Other scholars focus on defining learning outcomes based on what learners are expected to do, expressed in statements aimed at achieving targeted outcomes (Allan, 1996; Luke et al., 2012). These statements often describe attitudes, knowledge, and skills (Allan, 1996; Mølstad & Karseth, 2016; University of Toronto, 2008). According to the latest regulation released by the

Indonesian Minister of Education (2023), "outcomes" refers to mastery in science and technology, general competencies, knowledge, skills required by the workforce, and intellectual abilities to meet graduate competency standards. In a previous Ministry of Education and Culture of Republic of Indonesia No. 3 (2020), the aspects described as outcomes included attitudes, knowledge, and skills.

b. The connection between outcomes and the taxonomy of learning

Discussing outcomes also involves the taxonomy of learning. Developed by educational psychologist Benjamin Bloom and his collaborators in 1956 (Bloom, 1956), the taxonomy categorises stages of human intellectual ability in learning to promote higher-order thinking. This taxonomy is widely recognised in educational literature and is commonly referred to as Bloom's taxonomy. The taxonomy's popularity makes it easy to find definitions and concepts in search engine databases. Bloom's taxonomy verbs are used to produce learning outcomes. In crafting outcomes, one should consider the cognitive, affective, and psychomotor domains (Naqvi et al., 2019). Bloom et al.'s work in these domains has simplified the process of writing outcomes (Kennedy, 2006). Spady (1994) emphasises using action verbs rather than non-demonstration verbs, focusing on performance rather than activity. Bloom's taxonomy highlights the processes learners are expected to perform, such as analyse, evaluate, explain, make, translate, perform, demonstrate, write, read, and compare, while avoiding non-demonstrable verbs like understand, know, think, believe, and comprehend.

c. Three domains of Bloom's Taxonomy

1. Cognitive domain

The cognitive domain enhances mental skills and knowledge acquisition, consisting of six categories: knowledge, understanding, application, analysis, synthesis, and evaluation (London School of Management Education, 2019). This domain is concerned with how the brain processes thinking during learning (Hoque, 2016; Sönmez, 2019). In classifying levels of thinking processes, Bloom (1956) organised these from the lowest-order thinking to the highest-order thinking, also referred to other scholars (Anderson & Krathwohl, 2001; Hoque, 2016; Luebke & Loria, 2013; Sönmez, 2019), and see Figure 3.2.

Figure 3.2 Cognitive domain

Creating: The ability to put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing (e.g., create, design, integrate, justify, and manage).

Evaluating: The ability to formulate different elements or concepts to develop a new concept that can be clearly understood (e.g., develop, plan, create, revise, and construct).

Analyzing: The ability to differentiate or break down facts and opinions to understand (e.g., analyze, compare, choose, contrast, and distinguish).

Applying: The ability to apply, utilize an abstraction, or use knowledge in a new situation (e.g., solve, calculate, apply, modify, and perform).

Understanding: The ability to understand, interpret, and translate the meaning of what is known (e.g., summarize, paraphrase, reword, classify, and re-write).

Remembering: The ability to recall or recognize terms, data, and information (e.g., list, name, identify, show, and state).

Adapted from Hoque (2016, p. 46)

2. Affective domain

The affective domain emphasises learning to stimulate students' abilities related to feelings, values, attitudes, and other sentiments. This domain is categorised into receiving phenomena, responding to phenomena, valuing, organisation, and characterisation (Anderson & Krathwohl, 2001; Casey & Fernandez-Rio, 2019; Hoque, 2016), see Figure 3.3.

Figure 3.3 Affective domain

Characterisation by a Value: The awareness of feelings, emotions, and the ability to utilize selected attention (e.g., listen, practice, influence, respect, and solve).

Organisation: The active participation of the learner (e.g., adhere, alter, explain, formulate, and order).

Valuing: The ability to see the worth of something and express it (e.g., assist, debate, initiate, report, and support).

Responding: The ability to prioritize a value over another and create a unique value system (e.g., aid, greet, help, tell, write, and volunteer).

Receiving Phenomena: The ability to internalize values and let them control the person's behavior (e.g., ask, describe, follow, identify, and reply).

(Hoque, 2016; Krathwohl, 1973; Lynch et al., 2009)

3. *Psychomotor domain*

The psychomotor domain refers to physical actions, endurance, coordination, and motor skills (Anderson & Krathwohl, 2001; Bloom, 1956; Dave, 1970; Rao, 2020). In education, this domain deals with how students utilise and organise their motor skills in the learning process (Hoque, 2016). The psychomotor domain focuses on motor skills and coordination, with categories like perception, set, directed response, mechanism, complex overt response, adaptability, and origination (Rao, 2020), as seen in Figure 3.4.

Figure 3.4 Psychomotor domain

Origination: The ability to adjust movements with some circumtances (e.g., combine, compose, create, design, and initiate).

Complex Overt Response: the ability to skilfully perform complex patterns of actions (e.g., Type, navigate, construct, and organise).

Adaptation: The ability to adjust movements with some circumtances (e.g., adapt, change, recognise, revise, and vary).

Mechanism: The intermediate physical skills that focus on intermediate proficiency and assurance in responding to a certain condition (e.g., construct, fix, heat, manipulate, and organise).

Guided Response: The willingness to try a physical activity (e.g., copy, follow, react, reproduce, and respond).

Set: The ability to utilize physical, mental, and emotional dispositions in responding to a specific condition (e.g., begin, explain, move, show, and volunteer).

Perception: The ability to utilize sensory cues as guidance for motor activities (e.g., describe, detect, identify, isolate, and relate).

Adapted from Hoque (2016, p. 50)

3.7.2.3 Designing learning outcomes

a. *Differentiating outcomes*

Before discussing the formulation of learning outcomes, it is essential to clarify the types of outcomes to provide context. Outcomes are differentiated based on their scope or level (Spady, 1994, p. 2). Rao (2020) categorises outcomes into three levels: program, program-specific, and subject outcomes. Spady (1994) refers to program outcomes as culminating outcomes, positioning them as the highest level. In the context of universities, program outcomes are

synonymous with graduate learning outcomes, which refer to the career opportunities available to students post-graduation. Spady (1994) defines program outcomes as the "ultimate so what of all the things students do on a daily basis to develop and improve their learning" (p. 38). Nakkeeran et al. (2018) label them exit outcomes.

Rao (2020) describes program outcomes as statements that outline what students graduating from a general program should be able to accomplish. Additionally, Spady (1994) asserts that program outcomes represent the highest level of performance and the final result of all program learning and practice. Program-specific outcomes refer to the achievements expected from graduates of a specific program (Rao, 2020). Subject learning outcomes are applied at the subject level. In Indonesia, the term culminating outcomes refers to program learning outcomes, which are achieved through learning experiences across subjects. These program outcomes guide instructors in constructing learning outcomes. Learning outcomes represent the objectives of all subjects under an academic program, developed based on the requirements of the program outcomes (Nakkeeran et al., 2018). Rao (2020) succinctly defines learning outcomes as statements describing what students should be able to do at the end of a course. These learning outcomes are deconstructed by instructors.

b. *Top-down process of designing outcomes*

The top-down design process of an OBE curriculum (see Figure 3.5) identifies core components and the interrelationships between them. The process begins with deciding the graduate outcomes. Various curriculum documents use different terminologies, such as the UNSW (2015) using "graduate outcomes" or "graduate capabilities," while the Indonesian curriculum uses "graduate profile." Spady (1994) used the term "culminating outcomes." According to UNSW (2015), graduate outcomes are "the generic knowledge, skills, attributes, and practices that students are required to develop and evidence during and on completion of their studies. They are common for all programs and are integrated into Program Learning Outcomes" (p. 3).

Once the graduate outcomes are determined, program learning outcomes are defined. These are objectives that are realised at or after the end of learning experiences. UNSW (2015) defines program learning outcomes as "the specific knowledge, skills, attributes, and practices, including GCs, that students need to demonstrate in completing a program" (p. 3). Identifying

the critical components that build these outcomes is crucial. These components, or building blocks, enable outcomes that combine to form program outcomes.

After defining the program learning outcomes, subject learning outcomes are developed. Subject learning outcomes "prescribe the knowledge, skills, attributes, and practices that students need to demonstrate to complete a specific subject or unit within a designated program" (UNSW, 2015, p. 3). These subject outcomes should align with both program outcomes and graduate outcomes. This step involves deciding what to include and exclude from the design, and balancing essential and non-essential components. Components that significantly contribute to achieving enabling and graduate outcomes are retained, while others are replaced with essential elements (Spady, 1994, p. 18).

Once the subject outcomes are designed, the subject outline components—including teaching strategies, materials, and assessment—are developed. Subject learning components comprise a combination of resources, student activities, support, feedback, and assessment required to fully achieve the outcomes (UNSW, 2015).

Figure 3.5 The top-down design process of outcomes
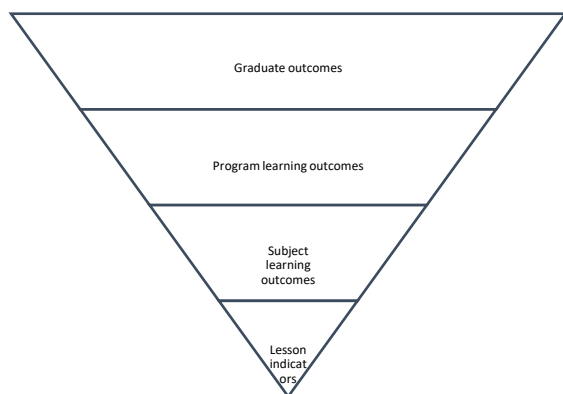
In education, a "teaching input," comprising a list of topics, key facts, and skills, form the backbone of learning experiences. These items are selected and classified into different subject names, then organised to form a "map" that guides the achievement of "outputs" (Wiggins & McTighe, 2007, p. 36). The map contains at least three points: purposes, contents to be taught to achieve the purposes, and methods to assess the achievement of the purposes (Richards (Kemp, 1999; Richards, 2013). At the curriculum level, the map covers broad purposes, content areas with limited details, and general assessment methods. This map is then developed into detailed components. Specific content and its related elements are extracted from the

curriculum and organised into a subject outline, making it teachable and learnable (Richards (Richards, 2013). In an OBE concept, each subject outcome is designed following the same principle as the curriculum, i.e., the design-down principle.

c. Constructing outcomes

To construct outcomes, Spady (1994) does not offer a specific formula. However, as previously mentioned in the outcomes section, he recommends using action verbs or performance verbs that can be observed and measured. Another researcher in the field of outcomes, Fink (2012) provides a formula as follows:

Action Verb + Activities

For example, in designing outcomes for a listening subject:
Listening description: this sub-element describes how a student becomes increasingly proficient at building meaning from a variety of spoken and audio texts. It includes active listening processes to access and understand the increasingly sophisticated language structures of spoken texts for audiences and purposes specific to learning area requirements. The outcomes:

- distinguishes between sounds made with instruments
- distinguishes between sounds in the environment
- responds to spoken texts (uses facial expressions, movements, turns towards the speaker)
- responds to short phrases relying on key words, tone of voice and intonation
- follows a simple command
- recognises and generates one-syllable rhyming words (see *Phonological awareness*)
- repeats familiar words heard in a text or conversation
- identifies and paraphrases key points of a speaker's arguments
- discusses their own and others' listening behaviours
- evaluates strategies used by the speaker to elicit emotional responses
- identifies any shifts in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts

- identifies how speakers' language can be inclusive or alienating (a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

(The examples taken from Australian Curriculum (2022)

Another example shows how program outcomes and learning outcomes need to align with each other:

Table 3.1 Example of alignment between program and subject learning outcomes

Domain	Program learning outcomes	Subject learning outcomes
Knowledge: On successful completion of this program, graduates will be able to:	▪ describe the fundamental concepts, principles, theories and terminology used in the main branches of science. ▪ assess the health care needs of different groups in society. ▪ apply the principles and practices of their discipline to new or complex environments.	▪ outline significant curriculum and assessment theories, models and research in the higher education sector. ▪ critically analyse disparate sources of information about WWII. ▪ evaluate concepts of race, culture, identity and diversity with regard to indigenous education.
Skills On successful completion of this program, graduates will be able to:	▪ collaborate effectively as part of professional teams and in interdisciplinary contexts. ▪ apply effective oral, written and visual communication skills to present a coherent and sustained argument to the public in a specialist area.	▪ plan and develop an independent research project that uses research methodologies that are appropriate to the discipline. ▪ communicate through oral presentations using visual, verbal and written information. ▪ apply technical skills in creating and formatting digital media content, including 2D animation.
Application of knowledge and skills On successful completion of this program, graduates will be able to:	▪ contribute to contemporary artistic and cultural discourses by incorporating ethically aware and globally diverse perspectives in their writing and presentations. ▪ demonstrate adherence to professional and ethical frameworks in healthcare services and delivery. ▪ engage responsibly and sensitively with cultural, historical and interdisciplinary global contexts in the synthesis of ethical and sustainable design solutions.	▪ analyse electrical engineering problems in industrial settings. ▪ demonstrate critical reflection on their professional knowledge and skills, incorporating broad subject knowledge and perspectives. ▪ communicate architectural and built-environment ideas through the medium of film.

The example is taken from UNSW (2015)

3.7.2.4 Learning materials

Learning materials often contain a hidden curriculum that encompasses attitudes towards knowledge, teaching and learning, teacher-student relationships, and values related to gender, society, and the environment (Littlejohn & Windeatt, 1989). These materials include linguistic and cultural information as well as fundamental educational viewpoints, approaches, methods, and content. Learning materials should be contextualised to align with learners' experiences, realities, and first languages (Jolly & Bolitho, 2011). Thus, learning materials can be summarised as resources that provide students with moral and value-based teachings, knowledge, and skills.

3.7.2.5 ELT materials within an OBE framework

In the context of ELT materials within an OBE framework, materials should effectively prepare learners to use English in a global context. They should provide relevant and useful language input, help learners feel at ease, and build their confidence in using the language to stimulate output (Galloway, 2017). The lack of suitable materials has been identified as a significant barrier to incorporating a global Englishes perspective into ELT classrooms (Galloway & Rose, 2015).

ELT materials are expected to be authentic and aligned with industry needs. Galloway (2017) advises that materials should offer learners up-to-date, useful, and natural language content. Furthermore, Dewey (2012) highlights the importance of incorporating cultural differences between English-speaking and non-English-speaking countries into pedagogical practices. This approach engages students in more lively and critical classroom discussions about global English, emphasising communicative strategies.

Galloway and Rose (2015) propose a framework for global Englishes language teaching, which should be considered when developing materials, in contrast to traditional ELT materials. This framework includes the following factors:
- Providing materials that reflect the diversity and variability of English as it is used globally.
- Ensuring that materials are relevant to the learners' contexts and experiences.
- Encouraging critical thinking and discussions about the use of English in different cultural settings.

- Including authentic language use that learners are likely to encounter in real-world situations.

By integrating these elements, teaching materials can better prepare learners for the complexities of using English in a globalised world. Table 3.2 summarises the comparative frameworks between Traditional ELT and Global Englishes Language Teaching Materials.

Table 3.2 Framework for ELT material development

	Traditional ELT	**Global Englishes language teaching**
Target interlocutor	Native English speakers	Native English speakers and non-native English speakers
Owners	Native English speakers	Native English speakers and non-native English speakers
Target culture	Fixed native English culture	Fluid cultures
Teachers	Non-native English-speaking teachers (same L1) and native English-speaking teachers	Non-native English-speaking teachers (same L1 and different L1) and native English-speaking teachers
Norms	Native English and the concept of Standard English	Diversity, flexibility and multiple forms of competence
Role models	Native English speakers	Successful EFL users
Materials	Native English and native English speakers	Native English and non-native English, ELF and ELF communities and contexts
First language and own culture	Seen as a hindrance and source of interference	Seen as a resource

Adapted from Galloway and Rose (2015)

3.7.2.6 Teaching strategies

Many scholars have defined teaching strategies for example, Killen and O'Toole (2023); Senthamarai (2018); Taba and Elzey (1964) Horng et al. (2005). One prominent definition is provided by Orlich (2017), who describes the term teaching strategy as thoughtful planning to do something. Orlich further explains that teaching strategies consist of a set of accompanying procedures—a series of steps to achieve a particular goal—by which a specific aspect of the model is employed. Thus, a teaching strategy encompasses procedures that outline the steps teachers take to implement any general or specific model in the classroom to engage and motivate students, ensuring that the material is effectively conveyed.

Killen and O'Toole (2023) categorise teaching strategies into two groups. The first group focuses on teacher planning and presentation, while the second group centres on teacher guidance of student actions. Other educational scholars refer to strategies focusing on teacher

planning and presentation as teacher-centred and those focusing on student actions as student-centred. Teacher-centred strategies involve actively selecting, organising, and presenting materials to students, who are expected to reproduce the content wholly or partially (Killen & O'Toole, 2023). This approach is often criticised for rendering students passive, as the teacher dominates the instruction, and students merely listen and record information. Besides, Killen and O'Toole (2023) emphasise the importance of avoiding "the corrosive boredom that can result from bad practice" (p. 14).

In contrast, student-centred strategies are viewed as more appropriate because they allow students to choose what to study and how and why a topic might be interesting to study (Rogers, 1983; O'Neill & McMahon, 2005). The OBE approach also emphasises student-centred strategies, as it focuses on "what students do" and "perform" to achieve the outcomes. Teaching strategies in higher education in Indonesia also encourage lecturers to use student-centred strategies, aligning with the OBE system. This is reflected in Regulation No. 53 of 2023 by the Indonesian Minister of Education (2023), Article 13, which states:

> The implementation of the learning process is carried out in a structured manner in accordance with the direction of the lecturer and/or the team of lecturers using specific forms, strategies, and learning methods.

The regulation also highlights the importance of "utilising appropriate learning resources." Furthermore, it outlines how the learning process should be conducted, serving as a reference for lecturers to select suitable and effective teaching methods. The regulation mandates creating a learning environment that is "enjoyable, inclusive, collaborative, creative, and effective" and providing "equal learning opportunities regardless of educational, social, economic, cultural, linguistic background, admission pathways, and special needs of students."

3.7.2.7 Assessment

Numerous scholars have explored the concept of assessment, its terminology, and its various types for example, Biggs (2003), Esther and Patrick (2009), Griffin et al. (2012), McKay and Brown (2015), Nagai et al. (2020), Shepard (2019), Trowler (2001), Wang (2021), and William and Lorrie (2016). Thus, the literature on assessment in education is vast and comprehensive. Heywood (2000), one of the scholars who has extensively addressed assessment, particularly in higher education, defines assessment as a multidimensional process of evaluating an

individual in action. He posits that assessment is the principal guarantor of quality assurance in education, emphasising the importance of teachers understanding the factors that govern the quality of assessment techniques used. In addition, Heywood (2000) introduces the concept of "multiple strategy assessment," which allows teachers to apply a diverse range of strategies in the assessment process. Therefore, it is crucial for teachers to understand the educational goals set by the government and the curriculum in use, enabling them to design appropriate assessments for students.

In an OBE curriculum, the purpose of assessment is to determine whether students have successfully achieved the specified outcomes or demonstrated their ability to meet the subject objectives Spady (1994). However, the specific types of assessments that align with OBE principles are not clearly defined, leading to potential debates or weaknesses in implementing the assessment process within the OBE framework. James (2006) notes that learning theorists rarely provide explicit guidance on how LOs within their models should be assessed. This may explain the lack of a robust theoretical foundation for some assessment practices and the underdevelopment of assessments aligned with innovative learning theories.

As discussed in the Chapter Outcomes, some scholars view outcomes as objectives and use these terms interchangeably, while others distinguish between them. Heywood (2000) emphasises that the term "objectives" has evolved over time and is now often referred to as "outcomes." Consequently, assessments have also evolved and are now more commonly known as outcome-based or performance-based assessments. Scholars and theorists assume this form of assessment as the foundation for classroom assessment within an OBE curriculum.

In Indonesia's higher education context, the assessment process is governed by Regulation No. 53 of 2023 by the Minister of Education. Paragraph 4 outlines the standards for assessment as follows:

Article 26
(1) Assessment standards represent the minimum criteria for evaluating student learning outcomes to achieve graduate competency standards.
(2) Student learning outcome assessments must be valid, reliable, transparent, accountable, fair, objective, and educational.

Article 27
(1) Student learning outcome assessments include formative and summative assessments.

(2) Formative assessments aim to: a. Monitor student learning progress; b. Provide feedback to help students meet their learning goals; c. Improve the learning process.

(3) Summative assessments aim to evaluate student learning outcomes as a basis for determining subject and program completion, referencing the fulfillment of graduate learning outcomes.

(4) Summative assessments can take the form of written exams, oral exams, project assessments, task evaluations, competency tests, and/or other similar forms of assessment.

(5) Formative and summative assessments are conducted following assessment mechanisms established by the higher education institution.

(6) These assessment mechanisms must be communicated to students.

3.8 Chapter summary

This chapter has presented essential concepts of education policy and curriculum change in higher education, with a specific emphasis on OBE policy implementation. It scrutinises the intricate nature of the policy-making and enactment process, highlighting various contextual factors that may affect the success or failure of policy implementation. The chapter reviews curriculum paradigms from various scholarly viewpoints, showcasing their complex and evolving nature. It explores the nuances of curriculum reform, highlighting the importance of teachers' perceptions in effectively adopting new curricular approaches. It further identifies internal and external factors influencing teachers' perceptions of curriculum reform.

The discussion on OBE traces its historical development and underscores its aim to achieve LOs that align with future societal and labour market needs. This section also highlights the shift from a teacher-centred to a learner-centred educational paradigm, emphasising the critical role of lecturers in effectively designing and implementing the expected curricular changes. Regarding the implementation of OBE in Indonesia's higher education, the chapter reviews literature from 2012 to 2023. It covers a broad range of topics, from curriculum evaluation to the impacts of OBE on students and lecturers. It also identifies gaps in the current research, particularly concerning lecturers' understanding and practical implementation of OBE.

The theoretical framework of this study is grounded in the curriculum implementation process proposed by Porter et al. (2011). The framework provides two curriculum processes: intended and enacted curriculum, which also has implications for LOs, taxonomy learning, teaching materials, teaching strategies, and assessment. Such an approach facilitates an in-depth exploration of how OBE is perceived, structured, and implemented in Indonesia's higher

education context. Figure 3.6 illustrates how this study is framed, drawing on previously discussed theories and literature reviews. Following this detailed overview, the next chapter will outline the research methodology used in this study.

Figure 3.6 Conceptual framework
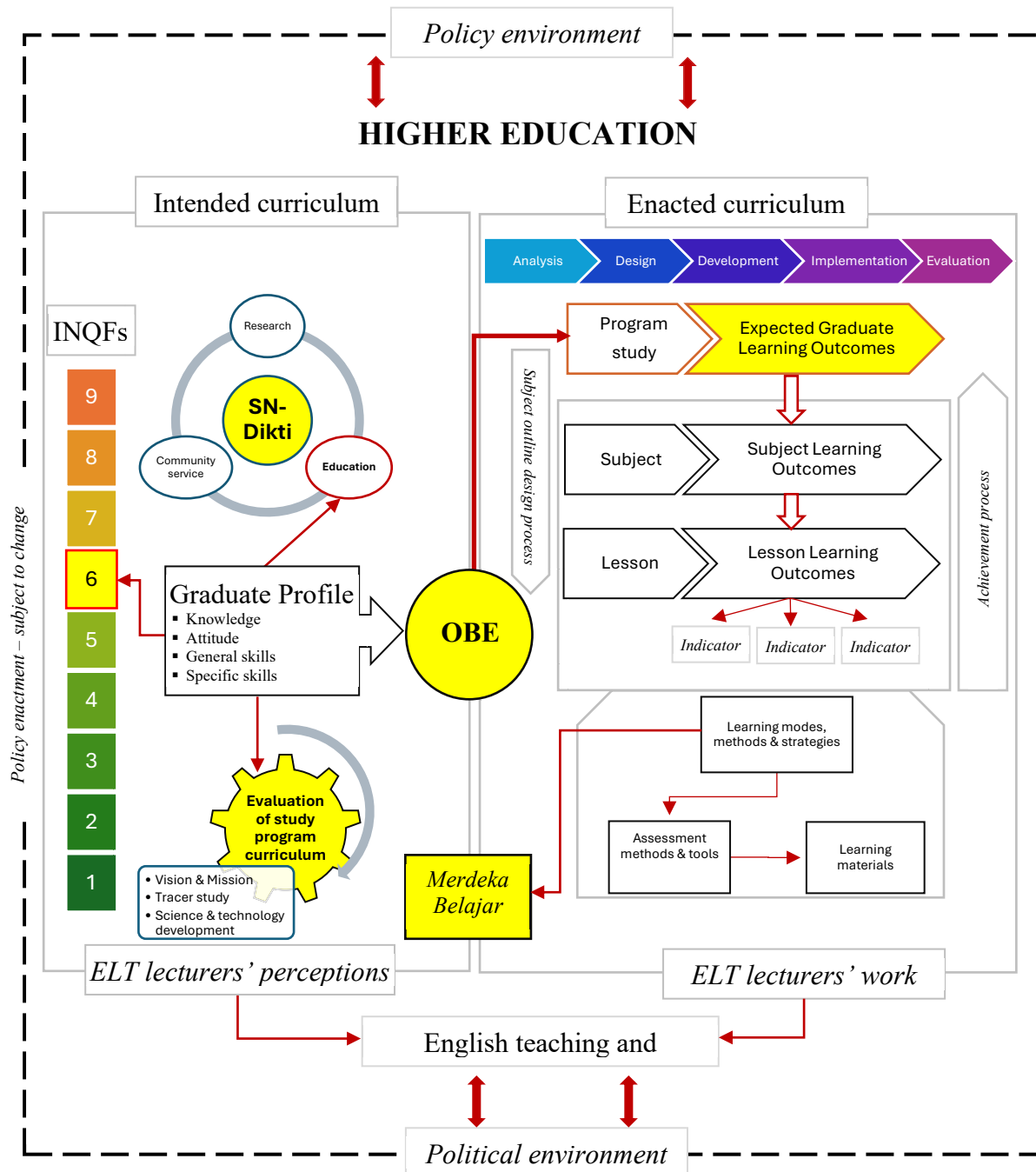
(Adapted from Fullan, 2016; Junaidi et al., 2020; Maguire et al., 2015; Spady, 1994)

CHAPTER 4. RESEARCH METHODOLOGY

This chapter outlines the research methodology employed in the current study. It commences with an overview of the research design, detailed in Section 4.1. The discussion then describes the research setting and participants, encompassing aspects such as research context, sample characteristics, selection criteria, and demographic information (Section 4.2). The subsequent sections provide a comprehensive account of the data collection and analysis methods. Section 4.3 elucidates the data collection methods used in this study, including surveys, documents, and semi-structured interviews. Section 4.4 further expounds on data analysis methods, highlighting the techniques and procedures applied to analyse the data. Section 4.5 scrutinises the validity, reliability, and trustworthiness of the study. Additionally, Section 4.6 presents ethical considerations.

4.1 Research design

The approach employed in this study is predominantly qualitative and based on the principles of a case study. The qualitative design aims to provide an in-depth and holistic understanding of lecturers' experiences and beliefs regarding the design and implementation of the curriculum (Ritchie & Lewis, 2003; Strauss & Corbin, 1990). The qualitative approach concerns a process rather than a product, allowing researchers to identify and interpret how different participants make sense of their lived experiences and co-construct their beliefs (Bogdan & Biklen, 1982). Applying a qualitative design also enables researchers to discover problems and fundamental phenomena from the participants' interpretations and practices (Creswell & Guetterman, 2018) or based on an individual case (Rosenthal, 2018). Thus, a qualitative research design is suitable for the current study to gain insights into ELT lecturers' perspectives in developing and implementing the OBE curriculum.

Grounded in an interpretivist paradigm, this study explores ELT lecturers' perceptions of implementing the OBE curriculum in Indonesia's higher education context. Cohen et al. (2018) state that the interpretivism perspective endeavours to understand social realities and their meanings and actions from people's viewpoints. Interpretivist researchers seek to understand "subjective meaning, reconstruct latent meaning, and the implicit knowledge of the doers in their social worlds" (Rosenthal, 2018, p. 18) who further describes how interpretivist

researchers work to construct the body of knowledge, by interpreting a text through reconstructing its overall social meaning. In this study, the texts were the survey results and interviews. As the study employed human perceptions as data sources, the researcher used subjective judgement in making interpretations. This subjectivity may affect the research process and outcomes, and therefore should be anticipated (Peshkin, 1988). However, subjectivity does not imply completely "private mental processes", but it refers to "social reality" in that the researcher's thoughts and logic are influenced by the phenomena and the data acquired from the participants (Rosenthal, 2018, p. 18).

The case study is a strategy often used to evaluate various types of programs, including educational, social, and organisational initiatives (Yin, 2003). It allows for an intensive and thorough examination of an individual, a group of people or a unit that aims to generalise over larger cohorts in the research setting(s) (Gustafsson, 2017). Generally, a case study is suitable for researching specific research question(s) in a particular context to appropriately address 'how' and 'why' questions (Stake, 2006; Yin, 2003). Moreover, case studies in the social sciences may include both quantitative and qualitative elements in which the quantitative phase can uncover aspects of a broader population (Gerring, 2007). This research has the following conditions, as stated by the writers above:

1. The evaluation program of the OBE as the dominant curriculum;
2. The examination of individual participants;
3. The use of 'how' as the major research questions; and
4. The combination of quantitative and qualitative methodologies.

4.2 Research settings and participants

This study was undertaken in the context of Indonesia's higher education. Indonesia has the highest number of universities in Southeast Asia, with a total college student population of approximately 21.59 million in 2015 (Ministry of Research and Technology/ National Research and Innovation Agency). The study was conducted in a university setting. There are 386 English study programs in Indonesia and 3254 English lecturers from 34 provinces under the Ministry of Research Technology and Higher Education of the Republic of Indonesia and the Ministry of Religious Affairs. This information was shown on the following government website: https://sinta3.kemdikbud.go.id/departments/affiliations/88203. Lecturers who teach English or teach subjects that are related to the English language in faculties of education or

literature, or who teach English for specific purposes in other faculties at universities, academics, polytechnics, institutes, and other tertiary education providers, must possess at least a master's degree qualification. This requirement was indeed the case for the participants in this study.

4.2.1 Survey participants

The calculation of the targeted respondents was determined based on the following power calculations (see Table 4.1). The method used to calculate the representative sample was adapted from Qualtrics^{XM} found at https://www.qualtrics.com/au/experience-management/research/determine-sample-size/. The survey was conducted with a confidence level set at 95% and a margin of error at 4%, falling within the typical margin of error range of 4% to 8%. Based on these parameters, the optimal sample size was determined to be 500 individuals. The study initially received 752 responses; however, 120 were not included in the analysis due to incomplete responses on the closed-ended survey. Missing data from closed-ended can pose problems for statistical analysis (Shen & Lai, 2001). This resulted in 632 complete responses being analysed. These responses came from 31 out of the 34 provinces in Indonesia, encompassing a wide range of demographic backgrounds.

Table 4.1 Power calculations

Notes	Calculations
The number population	3254 people
The confidence level	95%
The margin error	4% (commonly the acceptable margin of error falls between 4% and 8% confidence level)
The ideal sample size	500
The respondents returned the survey	752
Eligible responses	632
Incomplete responses	120

To obtain participants' contact details, they were recruited either through a third-party (WhatsApp and Facebook group administrators), or by responding to an advertisement that was posted on Facebook and Instagram. The researcher's phone/ WhatsApp numbers were included in the flyer so they could also contact her. Email addresses were reached via lecturers' work profiles at university websites and Google Scholar.

In this section, participants were requested to provide demographic information to gather data on research respondents and determine if respondents in a particular study reflect a representative sample of the target population for generalisation purposes. Demographics were also necessary for a comprehensive understanding of the various characteristics of a people. In addition, the researcher was able to determine if the provinces meet the interview inclusion criteria for English lecturers. Participants were asked about their gender, university type, region, length of experience as a lecturer, and availability to participate in the interviewing process. Respondents who intended to continue their interviews were asked additional questions. These are the respondents' preferred contact means and universities where they are employed.

a. Distribution of survey respondents by gender

The researcher collected data on gender since doing so is necessary for making adjustments and ensuring both sexes are well represented (Kennedy et al., 2020). This research considered offering three options: male, female, and prefer not to say, to respect respondents who decided not to disclose their genders. In addition, Kennedy et al. (2022) assert that measuring gender with only two categories fails to capture the unique experiences of persons who do not identify as male or female or whose gender does not correspond with their sex classification. Therefore, these authors suggested that researchers consider a wider variety of potential replies.

Table 4.2 Distribution of survey respondents by gender

No	Gender	N	%
1	Male	250	40
2	Female	373	59
3	Prefer not to say	9	1
	Total	632	100

Table 4.2 above shows the gender distribution of survey respondents. The data shows that there are 250 male respondents, 373 female respondents, and 9 respondents who prefer not to state their sexuality. According to the data, women are consistently in the majority when it comes to survey participation. Women have historically responded to surveys at a higher rate than men. (Voss, et al., 1995).

b. Distribution of survey respondents by province

In the demographic section, data collection for the province is becoming a concern. This data indicated that the survey had been sent throughout Indonesia, suggesting that the study's findings are representative of the general population. Furthermore, this information assisted in selecting interview participants from each province. As described in Chapter 2, having interview participants from various regions resulted in unique findings.

Table 4.3 Distribution of survey respondents by province

No	Province	N	%
1	Aceh	9	1.4
2	Bali	10	1.6
3	Bangka Belitung Islands	3	0.5
4	Banten	12	1.9
5	Bengkulu	7	1.1
6	Central Java	77	12.2
7	Central Kalimantan	6	0.9
8	Central Sulawesi	1	0.2
9	DKI Jakarta	37	5.9
10	East Java	195	30.9
11	East Kalimantan	4	0.6
12	East Nusa Tenggara	1	0.2
13	Jambi	6	0.9
14	Lampung	24	3.8
15	Maluku	1	0.2
16	North Kalimantan	3	0.5
17	North Maluku	3	0.5
18	North Sulawesi	3	0.5
19	North Sumatra	23	3.6
20	Papua	1	0.2
21	Riau	8	1.3
22	South Kalimantan	15	2.4
23	South Sulawesi	47	7.4
24	South Sumatra	8	1.3
25	Southeast Sulawesi	5	0.8
26	West Java	52	8.2
27	West Kalimantan	7	1.1
28	West Nusa Tenggara	7	1.1
29	West Papua	2	0.3
30	West Sumatra	14	2.2
31	Yogyakarta	41	6.5
	Total	632	100.0

Indonesia is classified into 34 provinces.[12] As seen in Table 4.3, thirty-one provinces participated in the survey. Gorontalo, Highland Papua, and South Papua were the remaining provinces whose residents did not complete the survey. While East Java is in the highest position with 195 people completing the survey, Central Sulawesi, East Nusa Tenggara, North Kalimantan, Maluku, and Papua are in the lowest place, with only one person for each region completing the survey. Central Java comes in second with 77 participants, followed by West Java with 52, South Sulawesi with 47, Yogyakarta with 41, and DKI Jakarta with 37.

c. Distribution of survey respondents by six major islands

Based on the six major islands, the data indicate that Java has the highest percentage of survey respondents, with 65.51% of the total (see Table 4.4). Sumatera ranks second with 16.14%, followed by Sulawesi at 8.86%, Kalimantan at 5.54%, Nusa Tenggara at 2.85%, and Bali at 2.85%. Maluku and Papua have the lowest percentage of respondents (1.11%). Outside of Java, overall, there are fewer respondents than in Java.

Table 4.4 Distribution of survey respondents by six major islands

No	Island	N	%
1	Java	414	65.51
2	Kalimantan	35	5.54
3	Maluku & Papua	7	1.11
4	Nusa Tenggara & Bali	18	2.85
5	Sulawesi	56	8.86
6	Sumatra	102	16.14
	Total	632	100.00

d. Distribution of survey respondents by types of university

Universities in Indonesia are divided into four categories. These universities are State universities under the Ministry of Education and Culture, Private universities under the Ministry of Education and Culture, State universities under the Ministry of Religious Affairs, and Private universities under the Ministry of Religious Affairs. The purpose of obtaining information on university types is to identify the number of respondents from each type of university participating in the survey. Table 4.5 indicates that the majority of responses are

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[12] As of 17 November 2022, the number of provinces in Indonesia has increased to 38 due to administrative restructuring (Taken from detikjabar: https://www.detik.com/jabar/berita/d-6519372/terbaru-38-provinsi-di-indonesia-lengkap-dengan-ibukotanya)

from Private universities within the Ministry of Education and Culture (51.42%), followed by State universities under the Ministry of Education and Culture (25.16%) and the Ministry of Religious Affairs (16.14%). Private universities under the Ministry of Religious Affairs rank last with a mere 7.28 per cent. In addition, this information benefited the selection of interview participants from universities various types of universities.

Table 4.5 Distribution of survey respondents by types of university

No	Answer	N	%
1	State university under Ministry of Education and Culture	159	25.16
2	Private university under Ministry of Education and Culture	325	51.42
3	State university under Ministry of Religious Affairs	102	16.14
4	Private university under Ministry of Religious Affairs	46	7.28
	Total	632	100.00

e. Distribution of survey respondents by work experience length

The purpose of gathering information on the length of work experience is to determine which category had the most survey responses. Work experience length is divided into five categories. They are less than five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and more than twenty years. This information also aided in determining what category contributed to completing the survey. Table 4.6 reveals that lecturers with 6 to 10 years of experience have the highest rate, at 31.41%. Lecturers with 11 to 15 years of experience rank second at 21.99%, followed by those with 16 to 20 years of experience at 16.93% and those with less than five years at 16.14%. Lecturers with more than 20 years of experience hold the lowest place with 13.45%. Each group has a comparable percentage. In addition, this information was essential for the researcher to identify interview participants, as one of the inclusion criteria is individuals with extensive teaching experience, who have a wealth of information to impart.

Table 4.6 Distribution of survey respondents by work experience length

No	Length of work (year)	N	%
1	≤ 5	102	16.14
2	6 - 10	199	31.49
3	11 - 15	139	21.99
4	16 - 20	107	16.93
5	≥ 20	85	13.45
	Total	632	100.00

f. Distribution of survey respondents based on years of OBE curriculum implementation

In order to select interview participants, the researcher must collect information about the length of OBE implementation from the survey, as one of the inclusion criteria is individuals with at least one year of experience applying the OBE curriculum. Similar to the idea of the length of teaching experience, the researcher considered conducting interviews with individuals with considerable OBE implementation experience on the assumption that they would have a significant amount of knowledge to impart. According to Table 4.7, the majority of lecturers implemented the OBE curriculum within one to two years, and about 138 individuals implemented the OBE curriculum for three to four years. Seventy-two lecturers with 5 to 6 years of OBE curriculum implementation are in third position, followed by those with 7 to 8 years and more than 9 years, with 51 and 27 participants, respectively. Sixty-eight respondents are still using the OBE for less than a year. Further, the data indicates the length of time lecturers have worked with the OBE curriculum in order to determine which group has utilised OBE the longest.

Table 4.7 Distribution of survey respondents based on years of OBE implementation

No	OBE implementation (Year)	N
1	0	68
2	1 - 2	276
3	3 - 4	138
4	5 - 6	72
5	7 - 8	51
6	≥ 9	27
	Total	632

g. Survey respondents by province who confirmed their availability for interviews

The part of demographic information concerns participant availability for the interview phase. There were 348 respondents from 28 provinces willing to participate in the interview sessions, as shown in Table 4.8. With 118 respondents, East Java is the province with the greatest rate of continuing to the interview phase. The regions with the fewest respondents include Bangka Belitung, Central Kalimantan, Maluku, North Sulawesi, West Kalimantan, and West Papua, where each number represents one respondent. These data helped me in selecting interview participants, allowing me to consider one participant from each province.

Table 4.8 Distribution of participants by province

NO	Province	N	%
1	Aceh	4	0.8
2	Bali	6	1.1
3	Bangka Belitung Islands	2	0.4
4	Banten	8	1.5
5	Bengkulu	6	1.1
6	Central Java	45	8.5
7	Central Kalimantan	4	0.8
8	DKI Jakarta	9	1.7
9	East Java	118	22.2
10	East Kalimantan	2	0.4
11	Jambi	3	0.6
12	Lampung	16	3.0
13	Maluku	3	0.6
14	North Kalimantan	1	0.2
15	North Sulawesi	3	0.6
16	North Sumatera	14	2.6
17	West Nusa Tenggara	4	0.8
18	Riau	7	1.3
19	South Kalimantan	8	1.5
20	South Sulawesi	15	2.8
21	South Sumatera	2	0.4
22	Southeast Sulawesi	4	0.8
23	West Java	31	5.8
24	West Kalimantan	3	0.6
25	West Papua	1	0.2
26	West Sumatera	9	1.7
27	Yogyakarta	20	3.8
	Total	348	65.5
	No demographic information provided*	183	34.5
	Grand Total	531	100.0

* Participants who do not provide demographic information, despite confirming their availability for an interview, are excluded from the interview selection.

4.2.2 Interview participants

For interviews, the researcher originally planned to recruit ten lecturer participants from the English study program as Stake (2006, p. 6) suggests that fewer than ten show insufficient relevancy in the issues. After obtaining the demographic survey results, however, 348 people agreed to participate in the interview session. Thus, the researcher decided to increase the number of participants from 10 to 27. Further, Stake (2006, p. 6) claims that 15 to 30 cases are ideal for a multiple-case study because the cases offer more "uniqueness of interactivity" than the researcher and reader can comprehend. In this study, the reason for the increase in the

number of participants was that participants came from various provinces; 27 provinces consented to participate in the interviews. So, one participant from one province was recruited to produce unique findings.

To reach the eligible participants, the researcher contacted them based on the preference contacts they provided in the demographic information. According to the survey results, the majority of respondents prefer to contact others using WhatsApp. After contacting the potential participants, five participants from five provinces could not participate in the interview due to personal reasons, or, as detailed in Table 4.9, they did not reply to the email or provide their contact details.

Table 4.9 Participants not included

No	Province	Reasons	Notes
1	Bangka Belitung Islands	The potential participant was ill until the scheduled time.	The other participants from that province could not replace this participant because only one agreed to the interview session.
2	Central Kalimantan	The potential participant's wife was critically ill until the scheduled time, and he had to look after her.	As above.
3	East Kalimantan	The potential participant did not reply to the email.	As above.
4	West Kalimantan	The potential participant did not provide the contact details.	As above.
5	Bengkulu	The potential participant did not provide the contact details.	As above.

Given that, five volunteers from the East Java province were recruited to replace the five unavailable individuals based on the following considerations:

- East Java has the greatest number of universities offering the English education study program. It also has the highest number of English language lecturers willing to participate, and the province has the highest number of English language education study programs.[13] Increasing the number of participants resulted in unique conclusions because Indonesia is the world's biggest archipelago nation, consisting of 34 provinces with diverse cultural, language, economic, political, and religious backgrounds.

- East Java had the highest number of survey respondents, with 195 out of 632.

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[13]This data is taken from a professional association (English Language Education Study Program Association) https://member.apspbi.or.id/list1.php and campus quipper: (https://campus.quipper.com/directory?study_field=Pendidikan%20Bahasa%20Inggris&location=Jawa%20Timur)

- With 118 out of 348 participants, East Java had the greatest proportion of survey respondents who agreed to participate in the interview session. As a result, six individuals from East Java were selected.

The participants were purposively selected based on the following inclusion criteria. As stated previously, all the participants' information was elicited from the survey. Participants in this study:

- have volunteered to be studied (Stake, 2006);
- had more than five years of experience in teaching English;
- had at least one year of experience in implementing the OBE curriculum (preference was given to lecturers who had more experience with the phenomenon as OBE in Indonesia was officially released in 2012);
- came from different provinces;
- came from different cities for those residing in the same province;
- were in a position to spend time engaging with the researcher (Stake, 2006);
- agreed to share their subject outlines and allow the researcher to use them during the data collection.

As the information from the survey has been the baseline to recruit the interview participants, the procedure to recruit is as follows:

1. recording the number of participants who were available to be the interview participants
2. selecting participants who met the inclusion criteria
3. contacting the selected participants based on their preferred method of contact
4. sending three documents (invitation letter, participant information sheet, and consent form) to the prospective participants before being asked to agree to participate in the study
5. asking them to send me their curriculum document that is one subject outline
6. scheduling the interview based on the time determined by each participant's identity.
7. encouraging the participants by notifying them about the pseudonym information in the Participant Information Sheets (PIS) of the survey This information served as a brief overview for the participants, making them feel more comfortable if they decide to be at the interview stage. The PIS also informed the participants that their identities would be protected.

Based on the consideration above, this research involved interviews with 27 participants (see Table 4.10), each lasting between 45-90 minutes, to gather data with 21 participants from various Indonesian provinces, and 6 from East Java. Participants from East Java worked for different universities and offered unique findings. On the other hand, they would have similarities that would lead to findings in East Java.

Table 4.10 Summary of interview participants

No	Participants* (Pseudonym)	Academic Degree	Length of Work Experience (Years)	Length of OBE Implementation (Years)	Province/ City
1	Veli	Master	8	7	East Java
2	Teti	Master	20	5	South Kalimantan
3	Deny	Master	19	4	Jambi
4	Aryin	Doctor	10	5	North Kalimantan
5	Asyam	Master	8	3	South Sulawesi
6	Rina	Master	22	2	Central Java
7	Raharjo	Master	22	6	West Java
8	Ferdy	Doctor	10	8	Southeast Sulawesi
9	Nurkhasanah	Master	8	2	DKI Jakarta
10	Raimond	Master	10	2	North Sulawesi
11	Lazzari	Doctor	16	16	West Nusa Tenggara
12	Imelda	Master	8	1	Bali
13	Yadip	Doctor	11	3	Lampung
14	Sofas	Master	10	2	Banten
15	Desia	Master	3	1	South Sumatera
16	Burhan	Master	14	2	Riau
17	Henry	Master	8	4	West Papua
18	Yulaika	Master	11	3	East Java: Sidoarjo
19	Crist	Master	13	5	Maluku
20	Berthe	Doctor (Professor)	30	10	Yogyakarta
21	Andra	Master	19	10	East Java: Gresik
22	Fitrah	Master	13	4	East Java
23	Dwane	Master	15	4	West Sumatera
24	Liam	Master	22	4	East Java: Surabaya
25	Indriani	Doctor	18	3	North Sumatera
26	Baharji	Master	33	3	East Java: Jember
27	Yunia	Master	16	5	Aceh

*The participant list is organised chronologically, from the earliest to the latest interview.

Lecturer 1 – Veli

Veli has taught English at a private institution in Surabaya, East Java province, for nearly eight years. This university is under the Ministry of Culture and Education. She is a master's degree holder. Throughout her career, she has taught research methods for ELT, instructional design, curriculum development, and language assessment. She has also taught English for Specific

Purposes for various faculties. Veli actively engaged in curriculum workshops while serving as one of the persons in charge of the English study program at her faculty. She no longer has the opportunity to attend the workshops because she no longer holds that role. She implemented the OBE curriculum in 2015, when her faculty first adopted the INQFs.

Lecturer 2 – Teti

Teti is an experienced English lecturer, having taught in private higher education institutions under the Ministry of Culture and Education for more than twenty years. The university is located in Banjarmasin, South Kalimantan. She is a master's degree holder who has taught writing and curriculum and material development throughout her career and has adopted an OBE curriculum for almost five years. Teti attended a curriculum workshop emphasising INQFs in particular in 2018, before the COVID-19 breakouts. Following this, she participated in online workshops discussing curriculum topics in Indonesia. She has never participated in seminars or trainings considering OBE as a curriculum approach.

Lecturer 3 – Deny

Deny is an English lecturer with nearly 19 years of experience at a state university under the Ministry of Culture and Education. The university where he teaches is located in Jambi province. He has taught English language learners digital literacy. He holds a master's degree. Since 2018, he has designed his subject outlines using the OBE approach. The last time he attended an OBE seminar was in 2020.

Lecturer 4 – Aryin

Aryin has taught English at a state university in North Borneo, North Kalimantan, under the Ministry of Religious Affairs for nearly a decade. Throughout his tenure as a lecturer, he has specialised in Teaching English as a Foreign Language and Instructional Design. He earned his doctorate in a related field. Five years ago, he adopted the OBE curriculum approach and has participated in several online workshops focused on OBE curriculum development, each typically lasting one to two hours.

Lecturer 5 – Asyam

Asyam has eight years of experience teaching English at a private university under the Ministry of Culture and Education. His university is located in South Sulawesi. He has taught curriculum and creative writing throughout his tenure as a lecturer. He holds a Master's degree. He began

using the OBE approach to create curriculum documents approximately three years ago. He participated in a variety of online and in-person OBE training and seminars.

Lecturer 6 – Rina

Rina is a university-level English lecturer with around 22 years of experience. She is employed at a governmental university run by the Ministry of Culture and Education in the Central Java province. She has taught students in professional reading, curriculum and textbook analysis, syllabus preparation, and material development. She is a Master's degree holder. For two years, she used the OBE approach in her teaching practices. She completed a significant amount of training, including the OBE approach, both online and in-person when training or seminars were offered in her institution.

Lecturer 7 – Raharjo

Raharjo is an English lecturer at a state university in West Java under the Ministry of Culture and Education. He has over 22 years of experience as a speaking lecturer, making him highly qualified. He is a Master's degree holder. Around six years ago, he began utilising OBE in his teaching practices. Three or four times he has attended curricular workshops and seminars which included the OBE approach.

Lecturer 8 – Ferdy

Ferdy works at a private university that sits under the Ministry of Culture and Education. His university is located in the province of Southeast Sulawesi. He has been an English lecturer for almost ten years, primarily teaching English for Communication. Since 2014, he has included the OBE approach in his teaching activities. He holds a Doctoral degree. He attended a few workshops or seminars by the government that focused on the INQFs instead of the OBE approach.

Lecturer 9 – Nurkhasanah

Nurkhasanah teaches English at one of the private Islamic universities affiliated with the Ministry of Religion Affairs. The university is located in DKI Jakarta, the capital city of Indonesia. During her nearly eight-year teaching career, she has taught research methodology in English language education. She has earned a Master's degree. She embraced the OBE approach two years ago to build her curriculum documents and teach in her classroom. She attended online seminars on the OBE approach three times.

Lecturer 10 – Raimond

Raimond teaches English at a state university under the supervision of the Ministry of Culture and Education. North Sulawesi is the university's location. He is a Master's degree holder. He taught English in primary schools for more than ten years; however, Raymond has now taught English at the university level for seven years. Since 2021, he has attended numerous workshops or seminars exploring OBE as a curriculum approach. Thus, he has implemented the OBE approach for around two years.

Lecturer 11 – Lazzari

Lazzari is a doctorate-holding English lecturer. He is employed by the Ministry of Culture and Education's private institution in West Nusa Tenggara. Lazzari has 16 years of experience teaching the English language, including linguistics. He has sixteen years of expertise using the OBE approach. He participated in the workshops and seminars frequently, both online and in-person.

Lecturer 12 – Imelda

Imelda has been teaching English since 2014, but she has been teaching at the university level since 2016 after earning her Master's degree. Imelda has taught in a private university in Bali under the Ministry of Culture and Education. Bali is the most well-known of Indonesia's islands. One year ago, she included OBE in her teaching practices. She only attended the OBE training for the first time and rarely attended curriculum workshops or seminars.

Lecturer 13 – Yadip

Yadip has around eleven years of experience teaching English at the university level. He is employed by a private university that is affiliated with the Ministry of Culture and Education. The university site is in Lampung. Yadip has a Doctorate, and has taught curriculum design and language teaching methodology. Approximately three years ago, he adopted OBE in his teaching approaches. He has actively participated in a number of curriculum training sessions, particularly those connected to OBE and conducted by the Directorate of Higher Education.

Lecturer 14 – Sofas

Sofas is a higher education English lecturer with ten years of teaching experience. He is employed by a private university in the Banten provinces. The university is governed by the

Ministry of Education and Culture. He is a Master's degree holder. He has taught speaking, research methods, and curriculum throughout his career. In the last two years, Sofas has included the OBE approach in his teaching practices. He has actively participated in curriculum seminars that emphasise the OBE approach.

Lecturer 15 – Desia

Desia teaches English in a private university under the control of the Ministry of Culture and Education. The university is located in the provinces of South Sumatra. Desia is a Master's degree holder. She has taught listening, reading, and English for specific purposes for three years. Desia has been using OBE for one year. She has no prior experience participating in curricular workshops such as INQFs or OBE. She is familiar with the OBE approach as little more than a result of discussions with her colleague.

Lecturer 16 – Burhan

Burhan has been teaching English for around fourteen years. He works at a private university under the Ministry of Culture and Education. Burhan is from the province of Riau. He holds a Master's degree. His teaching credentials include a certificate in English for tourism. He has implemented the OBE approach into his teaching for over two years. He actively attends OBE curriculum-related conferences and seminars.

Lecturer 17 – Henry

Henry is a university employee in West Papua. West Papua is a province in eastern Indonesia originally known as Irian Jaya. West Papua covers the western half of the world's second-largest island, New Guinea. Henry worked at the international kindergarten level before teaching for around eight years at the university level. She holds a Master's degree and has taught basic grammar in use, TEFL, micro-teaching, phonology, and phonetics throughout her career. She has included the OBE approach in her teaching practices in the last four years. As the chair of her faculty, she has actively participated in both online and in-person curricular workshops and seminars, including the OBE approach.

Lecturer 18 – Yulaika

Yulaika is an English lecturer connected with the Ministry of Culture and Education at a private university. The university is located in the Sidoarjo area of East Java. Yulaika holds a Master's degree. She taught at the English study program of the Psychology and Education faculty for

almost eleven years. During her work, she has taught English to young learners. She was the head of the English study program before 2020. She has utilised OBE as a curriculum approach in her teaching practices for over three years. She frequently attends curricular workshops and seminars that emphasise the OBE approach.

Lecturer 19 – Crist

Crist teaches English at a state university under the direction of the Ministry of Culture and Education. The university is located in Maluku. Crist has been taught for around 13 years. He has taught listening comprehension, English for tourism, and language-learning technologies. He is a Master's degree holder. He has utilised the OBE approach in his teaching activities for around five years. In 2019 or prior to the COVID-19 outbreaks, he participated in a few curriculum workshops or seminars, including OBE.

Lecturer 20 – Berthe

Berthe is an experienced lecturer with over thirty years of teaching experience. He is a professor at a state institution under the supervision of the Ministry of Religious Affairs. The university is located in the province of Yogyakarta. Throughout his career as an educator, he has taught research methods and analysed literary materials. For roughly 10 years, he has adopted and utilised the OBE approach to curriculum development in his teaching activities. Berthe routinely attends offline and online curriculum workshops and seminars integrating the OBE approach.

Lecturer 21 – Andra

Andra works as a lecturer at a private university run by the Ministry of Culture and Education. Gresik, East Java province, is the university's location. He is an experienced lecturer with 19 years of expertise. Andra holds a Master's degree. He has taught a variety of subjects, but his main focus is public speaking. He has been using OBE for around ten years. Prior to COVID-19, he was the head of the English study program and the language centre. He has actively participated in a variety of curriculum workshops and seminars, including those utilising the OBE approach.

Lecturer 22 – Fitrah

Fitrah has been teaching English since 2008 at a private university in Banyuwangi. In 2014, she became a faculty member at a state university in Jember. The Ministry of Culture and

Education oversees both institutions. Fitrah holds a Master's degree and primarily teaches subjects in group speaking activities, public speaking, and pronunciation. She first became familiar with OBE during the COVID-19 pandemic, which led her to participate in online workshops about OBE. She has implemented OBE in her curriculum for about four years. She also admits that she received information about the OBE curriculum changes from the head of her study program, who frequently attends workshops. Fitrah has expanded her knowledge of OBE by conducting her own research on the internet.

Lecturer 23 – Dwane

Dwane has fifteen years of experience teaching at a private university registered with the Ministry of Culture and Education. The institution is located in West Sumatra. Dwane has a Master's degree. Over her career, she has taught listening, English for young learners, and classroom action research. She adopted the OBE approach in her teaching activities nearly four years ago. She attended a few seminars pertaining to the OBE curriculum.

Lecturer 24 – Liam

Liam is an experienced lecturer at a private catholic university in East Java. The Ministry of Education and Culture governs the university. He has been a university-level English lecturer for nearly 22 years. As a senior lecturer, he has taught English grammar and translation throughout his career. For approximately four years, he has adopted the OBE method for curriculum development and has used it in his classroom activities. Two years ago, he served as department leader. Liam participated in numerous online and in-person workshops and seminars concerning curriculum, including the OBE approach. Liam has a master's degree.

Lecturer 25 – Indriani

Indriani has been a university-level lecturer for over 17 or nearly 18 years. She has taught language skills and discourse analysis throughout her career as a lecturer. The state university falls under the jurisdiction of the Ministry of Culture and Education. The university is located in the province of North Sumatra. She has earned a Doctorate. Currently, she is also the director of a language centre. Isabel has been using OBE in her classroom for nearly three years. Since 2021, however, she has formally designed her curriculum using the OBE approach. She attended a few seminars concerning the curriculum for higher education. However, she has recently attended a seminar on the OBE approach at her institution.

Lecturer 26 – Baharji

Baharji is an experienced lecturer with 33 years of teaching experience, employed by the Ministry of Education and Culture at a state university in Jember, East Java. He has taught subjects such as paragraph writing, academic writing, substantial reading, and creating proposals for undergraduate research. Nearly three years ago, he adopted the OBE methodology for curriculum development and has since implemented it in practice. During the pandemic, he has participated in numerous online workshops and seminars focusing on OBE as a pedagogical approach.

Lecturer 27 – Yunia

Yunia has been teaching English since 2006 at a state university in Syiah Kuala, Banda Aceh, in the Faculty of Teacher Training and Education, under the Ministry of Education and Culture. She has primarily taught English language skills subjects, including speaking, reading, and writing, as well as subjects on ELT such as lesson planning and materials development. However, she admits that she has never attended any OBE workshops because she has not been invited. Despite this, she has been applying the OBE curriculum to design her subject outlines and teaching in her classroom for nearly five years.

4.3 Data collection methods

This section discusses three data collection methods employed in this study. They are surveys, document studies, and semi-structured interviews.

4.3.1 Survey

A survey was first undertaken to gain data about the lecturers' general perceptions of curriculum change based on OBE and the implementation in Indonesia's higher education context. The benefits of a survey include reaching a geographically dispersed sample of the research population (Creswell, 2012) and its affordability, speed and convenience in collecting data compared to other formats (Hunter, 2012). The data generated by the survey helps locate a representative sample and identify more unique cases (Miles & Huberman, 1994). Drawing on the survey results, such information was used as a baseline to recruit interview participants and develop an interview protocol for the case study. A survey was conducted online using the

Qualtrics platform provided by UTS. The online survey is deemed the most effective technique to generate data on a large population (Cohen et al., 2018).

The survey was divided into four parts, as detailed in Table 4.11. The first two parts involved 30 closed-ended questions. In Part 1, participants were asked about the suitability of the OBE as the predominant approach in Indonesia's higher education curriculum. This section was divided into four sections, each employing a Likert scale model. A five-point scale was used with varied ranging scales, such as strongly disagree (1 point) to strongly agree (5 points) to elicit the degree of participants' agreement or disagreement; very difficult (1 point) to very easy (5 points) to elicit participants' difficulties in implementing OBE; and very poor (1 point) to very good (5 points) to elicit participants' thoughts on the issues given.

Part 2 asked about challenges experienced by lecturers during OBE implementation and the particular factors that supported them. This part consisted of two sections, the first of which was a five-point Likert scale ranging from extremely difficult (1) to very easy (5). In the second section, participants were asked about the factors that support them in overcoming the challenges presented by the rank numbers. This model offered seven factors that the participants chose based on their preferences, from the most significant factor required to the most negligible factor.

Part 3 consisted of five open-ended questions asking participants' understanding of the OBE approach curriculum and their challenges during the implementation. The open-ended questions enabled the researcher to gain deep, rich qualitative information on participants' perspectives (Cohen et al., 2018) as this survey's open-ended questions allowed for unrestricted responses. Furthermore, the participants' responses may contain unique and important information that the closed-ended questions may have missed. The data were collected in English, although participants were able to respond to the open-ended questions in Indonesian to eliminate any language problems and confusion when responding to the survey.

Lastly, Part 4 sought participants' demographic information. It also aimed to help the researcher establish eligibility criteria for English lecturers to be interviewed. This section featured 17 questions, using multiple-choice and short-answer formats to facilitate participants' responses.

Table 4.11 Summary of survey questions

Survey Parts	Section	Question types	Questions/ statements
Part 1: Perception of OBE as the dominant approach in the higher education curricula in Indonesia	Section A: Suitability of the OBE as the curriculum approach	▪ Closed-ended: ▪ 5-point Likert scale ▪ (Strongly disagree – Strongly agree) ▪ Question items: 5	▪ OBE curriculum is suited for use in the university. ▪ The Ministry of Education has provided sufficient support to assist the university in implementing OBE. ▪ The system at the university is well-organised to support the implementation of OBE curriculum. ▪ The university places a strong emphasis on OBE as the dominant curriculum. ▪ I have a positive attitude to the implementation of OBE curriculum.
	Section B: Standard of the implementation of OBE	▪ Closed-ended: ▪ 5-point Likert scale (Very poor – Very good) ▪ Question items: 6	▪ The overall implementation of OBE ▪ Lecturers' understanding of OBE curriculum ▪ System change (staffing, school management, planning, administration) ▪ Willingness to implement (readiness of lecturers to engage with new ideas and put them into practice) ▪ The materials of pedagogical guidance for designing subject outlines based on OBE ▪ Monitoring how the implementation is done
	Section C: Lecturers' understanding of OBE	▪ Closed-ended: ▪ 5-point Likert scale ▪ Question items: 3	▪ I understand the OBE curriculum. ▪ I understand why OBE is used as the main curriculum in Indonesian universities. ▪ I understand the connection between OBE, INQFs, and *Merdeka Belajar*.
	Section D: Lecturers' perceptions of the need for further explanation of OBE curriculum	▪ Closed-ended: ▪ 5-point Likert scale ▪ Question items: 2	▪ I need more explanation of the government's decision to implement the OBE ▪ I need a more detailed explanation of the relationship between OBE, INQFs, and *Merdeka Belajar*.
Part 2: Hindrances lecturers face in implementing OBE	Section A: Challenges encountered during the implementation of the OBE curriculum	▪ Closed-ended: 5-point Likert scale ▪ Question items: 7	▪ Understanding the concepts of OBE. ▪ Designing subject outlines based on OBE. ▪ Designing learning outcomes. ▪ Designing learning materials based on OBE. ▪ Selecting appropriate teaching strategies based on OBE. ▪ Enacting the OBE within the classroom setting. ▪ Assessing the students based on OBE.
	Section B: Factors of support to overcome challenges in implementing	▪ Closed-ended: rank the numbers ▪ Statement items: 7	▪ Financial support for lecturers' development. ▪ Professional development and support. ▪ Communication among both leaders and the lecturers. ▪ Leaders' commitment to change.

Survey Parts	Section	Question types	Questions/ statements
	OBE		▪ Supportive working environments (leaders, colleagues, administrators, IT support, environment, etc). ▪ Resources (information, curriculum guidelines, workshop facilitators, etc.). ▪ Infrastructure (IT, internet, electricity, university facilities, etc). ▪ Conditions of teaching and learning (large classes, classroom spaces, pupil-lecturer ratios, etc.).
Part 3: Understanding of the OBE approach curriculum and challenges in implementing OBE		▪ Open-ended questions: 5	▪ The perception of OBE curriculum in Indonesia … ▪ I think the purpose of OBE curriculum in Indonesia is … ▪ I think I know about the connection between OBE, INQFs, and *Merdeka Belajar* is … ▪ In my understanding, OBE curriculum is … ▪ The difficulty in implementing OBE is …
Part 4: Demographic information	Gender, type of university, province, position, qualification, length of working time, length of implementing OBE, the consent to participate in an interview session, and other necessary questions	▪ Multiple options and completion ▪ Question items: 13	▪ Full name: ▪ Email: ▪ Phone/WhatsApp number: ▪ Gender: ▪ Affiliation: ▪ Type of university you teach at: ▪ Qualification: ▪ City / Province: ▪ Length of working time as an English lecturer: ▪ A member of the English Language Education Study Program Association: ▪ Subjects I am teaching currently: ▪ The year of the OBE has been implemented in my university is: ▪ I have implemented OBE in my classroom ▪ Years of experience in implementing OBE in my classroom: ▪ I design lesson plans for my subjects: ▪ Are you available to participate in an online interview? ▪ If you are available for an interview session, what is your preferred means of contact?

4.3.1.1 Survey procedures

A flyer was designed before distributing the survey. Then the researcher initially distributed them, along with the survey link, through the following methods:

a. Posting the survey via social media

The flyer, the survey information, and the link were posted on social media platforms like Facebook and Instagram. The researcher has 2.687 friends on Facebook (the account name is Restu Mufanti) and 571 followers on Instagram (the account name is rmufanti), and 100 followers on my other Instagram (the account name is rmufantisu). To circulate the flyer, the lecturers who read the survey on social media were asked to circulate it to fellow lecturers from the same university and other universities via email or social media.

b. Sending the survey via email

The surveys were distributed via work email addresses. The email addresses were reached via lecturers' work profiles at university websites and Google Scholar.

c. Distributing the survey via social media groups

The surveys were distributed via some WhatsApp groups and a Facebook group. Social media, especially WhatsApp, are considered effective in distributing surveys (De Gruchy et al., 2021; Fei et al., 2022). In this study, using these platforms significantly helped increase the response rates, facilitating data collection. Additionally, many Indonesian lecturers are active on these social media platforms and are members of groups officially created by various associations. A third-party approach was used to reduce perceived pressure for participants to agree. This implies that group administrators were employed as third parties to distribute the surveys, avoiding direct contact with the participants. The WhatsApp groups included the English Language Education Study Program Association (ELESPA), ELESPA for East Java (APSPBI JATIM), English Lecturers, and the English Language Centre Associations (APUSBA & FILBA). The Facebook group used was the Nationwide English Lecturers Forum (*Forum Dosen Bahasa Inggris Seluruh Indonesia*/ FDBISI) with 3,000 members. Survey strategies.

To circulate and increase the survey response rates, three strategies were applied as follows:

a. Snowball approach

The snowball approach is well-known among researchers as a non-random sampling technique for identifying hidden populations (Johnson, 2005). It enables the researcher to encourage each research participant to identify other possible research participants with the appropriate characteristics (Parker et al., 2019), who may be willing to engage in the study (Johnson &

Christensen, 2019). According to Creswell (2012) the snowball approach was applied because it has three advantages:

- It recruits more participants.
- It eliminates the possibility of identifying individuals who did not return the survey.
- It ensures respondents are not representative of the population.

Thus, this research requested the lecturers who received the surveys to circulate them to other fellow lecturers from the same and other universities via email or their social media who met the criteria. In all cases, it shall be made clear that their participation and their support in circulating the surveys were optional.

b. *Reminder email and repost it to social media*

The second strategy was sending automated email reminders and reposting the research invitation to WAGs. Social media was utilised a week before the survey's deadline to encourage the respondents' participation.

c. *Anonymous Survey*

The third strategy to increase the survey response rates was to inform the participants that the survey was anonymous. Only those who wanted to participate in the interview stage were asked to provide contact details and the university where they work. These two pieces of information were necessary, allowing the researcher to select and contact the ten most potential participants from different universities. Furthermore, the survey information sheets informed them that pseudonyms were used for those who participated in the interview stage.

4.3.1.2   Advantages and disadvantages of the self-report data

While self-report questionnaires offer numerous benefits for data collection, such as the ability to gather large amounts of data quickly and cost-effectively across wide regions and to generalise the findings, certain limitations must be considered. As Constantina Demetriou et al. (2015) point out, a major disadvantage is the potential for invalid responses because respondents may not always answer truthfully, particularly on sensitive questions, or they may tend to provide overly positive responses. This leads to a response bias known as "social desirability bias" (Constantina Demetriou et al., 2015, p. 1). It typically occurs when

individuals answer in a socially acceptable manner rather than truthfully, affecting the validity and reliability of the questionnaires.

In this study, when participants were asked about their understanding of the OBE curriculum, they tended to respond positively (either strongly agree or agree), indicating they understood the curriculum. However, it appears that respondents, as lecturers, believe they possess a higher level of understanding than they actually do. They may not realise that their understanding of the OBE curriculum is not deep, theoretical or practical in terms of implementation in the classroom. The findings suggest that while lecturers believe they understand OBE, their understanding is superficial, focusing mainly on basic definitions and objectives of OBE. They do not fully comprehend or implement OBE principles in curriculum development and classroom practice (see the Discussion Section for more details). Thus, despite the limitations of self-report surveys, the responses in this study are considered valid because the survey also provides open-ended questions. The researcher also believes that maintaining a positive view of participants' responses in self-report surveys is important; otherwise, there would be no point in asking respondents.

Additionally, interviews were used as another data collection method to gain more insight into the participant's responses in the survey and to help identify the factors behind the answers provided in the self-reports. In this research, the researcher adopts the perspective that treats the interview as a research instrument, referred to as the "interview as research instrument" perspective (Talmy, 2010, p. 129). This approach enables the interview results in this study to uncover the underlying factors of the self-reports provided by the participants.

4.3.1.3   Piloting the survey instrument

Piloting the survey instrument is a fundamental phase in the research process. This process is crucial for maintaining a well-designed survey instrument and revealing potential practical issues (Johnson & Christensen, 2019). Kvale and Brinkmann (2009) assert that piloting research instruments helps eliminate redundancies and confusing questions, which increases the research's credibility. It allows the researcher to make any necessary changes and adjustments to survey items, thereby enhancing the quality of the research instruments (van Teijlingen & Hundley, 2001).

Johnson and Christensen (2019) suggest involving a group of approximately five to ten volunteers for survey testing, preferably individuals with characteristics similar to the target participants. These volunteers receive the pilot instrument, complete it, and are asked to provide feedback on various issues they experience, including wordy questions, unclear statements, appropriateness of timing, and other concerns. Following this, both the survey findings and participant feedback are analysed. Participants' relevant opinions, questions, and suggestions should be carefully considered, and amendments can be made accordingly (van Teijlingen & Hundley, 2001).

In this study, a pilot survey instrument was administered on 27 April 2022. It involved 20 English lecturers from five universities. The samples were heterogeneous, comprising male and female participants with various experience levels in teaching English and implementing OBE. This pilot test was primarily conducted to verify the clarity and relevance of survey items, assess the construction and consistent presentation of questions, and confirm that the survey instrument effectively addresses the research questions (Kvale & Brinkmann, 2009). In doing so, the validity and reliability of the survey instrument could be maintained.

The pilot survey was conducted following these procedures:

1. Sending a request letter and a survey link to the 20 participants and asking them to complete the survey at their convenience between 27 April and 28 April 2022.

2. Asking the trial participants to note any points of confusion, and that these could be sent either by email or WhatsApp.

3. Inviting the trial participants who agreed to discuss their feedback further over Zoom. Six volunteers agreed, while the rest said the survey instrument was proper and no further discussion was necessary. The Zoom meeting was held on 29 – 30 April 2022.

4. Analysing the piloting surveys and the feedback to enable the researcher to make changes to an instrument.

5. Outlining the areas that required revisions.

6. Revising the survey instruments before sending it out to potential participants across Indonesia on 12 May 2022.

Based on the responses of the 20 participants who took part in the testing, overall, they expressed that the survey was well-designed, including the easy-to-follow format, despite the fact that it contained a variety of question models with 30-item questions for closed-ended questions, 5-item questions for open-ended questions, and 17-item questions for demographic

information. In addition, all participants in the piloting reported completing the survey in around 12 to 15 minutes. It corresponds to the expected length of time to perform the survey. The four trial participants indicated that the questionnaire was satisfactory and could be completed in around 15 minutes. Furthermore, one participant, Hesma noted that the questions covered all current OBE-related happenings in Indonesia as in the following excerpt:

"Comprehensively represented the issues concerning OBE"

However, several areas in the survey were amended as needed. The primary revisions were to the format and language, including wording, sentence structure, and particular instructions, to make them more concrete, understandable, and comprehensive.

Based on the nine trial participants who provided additional suggestions to improve the survey, the following were made:

1. Instructions

Three trial participants failed to understand the instructions, although they claimed that they could comprehend every question. As an example, Astuti failed to respond to one question in the demography section, as follows:

Q17. If you are available for an interview session, what is your preferred means of contact?

☐ Email
☑ WhatsApp
☑ Phone
☐ Other (please specify)

In this question, the participants were requested to provide their contact information according to their preferred means of contact. Nonetheless, Astuti did not write down her contact information in the box. She just ticked the box. Recognising the problem, more specific instructions were added in each box. The words 'please provide…' were added, as follows:

Q22

If you are available for an interview session, what is your preferred means of contact?

☐ Email (Please provide your email in the box)

☐ WhatsApp (Please provide your WA number in the box)

☐ Phone (Please provide your phone number in the box)

☐ Other (Please provide it in the box)

2. Giving the prize

Five trial participants suggested providing prizes to interviewees, as it is common practice in the survey sector to encourage more people to complete the survey. Here is the excerpt taken from Crist:

> "It would be better if you consider giving the possible rewards to the lucky participants like money or books around 50 – 100$. This was applied by some researchers from other reputable universities. It would motivate the participants complete the survey".

At the closing of the demographic information, potential respondents were informed of the opportunity to win one of forty vouchers in a prize drawing. The following information was obtained from the survey:

Q24

If you would like to enter a prize draw for the chance to win one of 40 vouchers, please enter your details below!

○ Yes (Please provide your phone number)

○ No

These participants seemed unaware of the term "prize draw." Then they were explained that the prizes were already provided for 40 lucky participants. Their advice convinced me that providing prices is the ideal way to carry out the survey. Besides, as I read in Pew Research Center's (2019) report, as is common for surveys, the response rate to their surveys has continued to decline, something that Smith in 1995 confirmed: that response rates tend to fall over time. However, as Smith et al. (2019) claim, the response rate can be increased through offering incentives such as prizes.

3. The format

While two trial participants criticised the lengthy information before completing the survey, one criticised the format of the open-ended questions, which can make potential respondents feel fatigued before or during survey completion. Thus, the Participant Information Sheets were placed on a separate page, accessible via a clickable link. As well, the format of open-ended questions was placed in another section.

4. The terminology

Hesma suggested explaining the terminologies of OBE and INQFs in Indonesian. We discussed it more over Zoom and concluded that Indonesian lecturers are already familiar with the phrases OBE and INQFs as those two words have been a trending issue to change the curriculum for over a decade. In addition, the targeted participants were English lecturers who believe they can comprehend the OBE when it is explained in English. Given that, I made no adjustments in this section.

5. Wordy sentences

Further, Hesma advised to shorten several long sentences, as the excerpt below indicates:

"Several items are written in long sentences. It would be better if you made them shorter".

In response to her feedback, all item questions were reread and reviewed. There were three questions found that were still too wordy. The sentences were then restructured to be shorter and more direct, as Johnson and Christensen (2019) emphasise that the wording of the questionnaire is of the utmost importance.

4.3.2 Documents

Documents can be applied solely as a focus for data gathering and analysis or as tools to supplement another data collection method (Flick, 2022). The idea of using documents to activate memory about and reflection on practice is not new, as it has been employed in a variety of contexts (Clarke et al., 2006; Hopwood, 2014). Throughout his research, Hopwood (2014) used video as "an epistemic object provides a basis for interview methods" (p. 3), which is associated with his conceptual objectives to acknowledge practices. England (2014) employs resources such as an autobiographical sheet and a discussion task as interactional materials for

his research, which England (2018) finds effective for assisting researchers. Inspired by England (2014), Flick (2022), and Hopwood (2014) documents can be used in interviews to prompt participants to engage in conversations. This study used documents as a mediating tool within interviews and complemented information to complete the interviews.

A document as a text can take many forms: a document, a publication, a website, or another form of textual material (England, 2018). Researchers may use materials such as teaching activities as mediational tools to encourage interviewees to co-construct knowledge. This research drew on curriculum documents namely lecturers' subject outlines which were used to develop interview questions and to help lecturers generate responses to the questions. OBE-driven subject outlines developed by the 27 selected lecturers were collected. These documents contained information about the learning outcomes derived from the study programs, subject descriptions, subject learning outcomes, teaching materials, teaching strategies and assessments, providing direct insights into the curriculum design aligned with OBE.

The lecturers' subject outlines were not confidential as these documents are normally open to the public and can be found on their university's website, which the researcher could download online. However, the participants' approval to use their documents was sought, and they were asked to submit them before the interviews.

4.3.3 Semi-structured interviews

Interviews have been used for decades in empirical inquiry across the social sciences as one of the primary means of generating data, particularly in applied linguistics for case studies (Talmy, 2010). Semi-structured interviews were the main data collection technique in this study, especially since it is in the field of social sciences and involves case studies. This approach aimed to gather data from participants working in areas related to the English language. Semi-structured interviews enable researchers to understand participants' insights into the issues being investigated based on their perspectives (Cohen et al., 2018). The interviews may elicit 'rich, full and complex answers' from participants because they allow them to respond to researchers' questions without substantial restraints (Magnusson & Marecek, 2015, p. 47). Unlike a survey that may restrict respondents from addressing problems or challenges they face, semi-structured interviews provide participants with ample opportunities and flexibility to elaborate on a specific or sensitive issue with the researcher (Bailey, 2007). Participants can ask for clarification of the questions and the researcher may

also ask participants to clarify their responses if the answers are unclear. This technique enables the researcher to achieve more reliable data than an emailed questionnaire (Bailey, 2007), as participants respond to questions orally regardless of their reading and writing abilities.

The interviews provided comprehensive insights into developing and implementing the OBE curriculum in higher education in Indonesia from the lecturers' perspectives. Talmy (2010), also noted that interviews capture participants' experiences, beliefs, attitudes, feelings, and orientations towards phenomena. This highlights that interviews are highly suitable for collecting data on perceptions of OBE, subject outline design using OBE, implementing classroom practice with OBE, and the factors hindering and supporting OBE implementation. Additionally, as mentioned in the survey section, these interviews provide insights into what Talmy (2010, p. 131) referred to as "what really happened" and "what participants actually felt". In this study, the interviews aim to uncover the true experiences and feelings of the participants when they completed the self-report survey. Therefore, the combination of self-report surveys and interviews provides more accurate data to understand what happens and what participants truly feel beyond adopting the new policy.

Before conducting the interviews, the interview protocol was piloted with an ELESPA[14] member. The pilot informed any necessary refinement to the wording to clarify questions, thus helping participants answer the questions. The information gained in the pilot stage is not considered as data and was excluded from the analysis. This pilot also helped streamline the interview tools, including the device, internet, recording, and other related instruments. This helped the researcher become more familiar with the interview protocol and the timeline and be well-prepared for the actual interviews.

The interview questions were categorised into general and specific sections. The general questions focused on lecturers' teaching and in-service education experiences to explore their backgrounds. Specific questions addressed the five research questions outlined in Table 4.12.

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[14] *English Language Education Study Program Association*

Table 4.12 Summary of interview questions

Code	Research questions	Key interview Qs	Sample interview Qs
RQ1	How do lecturers perceive the requirements of OBE curriculum?	▪ Perception of the suitability of OBE as a curriculum approach ▪ Perception of the standard of OBE implementation ▪ Understanding of curriculum changes in Indonesian higher education, including changes since 2012, the relationship between OBE, INQFs, and *Merdeka Belajar*, the goals of adopting OBE as a curriculum approach, and understanding what OBE is.	▪ What do you know about the curriculum changes in Indonesia's higher education from 2012 to the present? ▪ What do you think about the implementation of the OBE curriculum so far? ▪ How do you understand the relationship between OBE, INQFs, and *Merdeka Belajar*? ▪ What do you think are the purposes of implementing the OBE curriculum in Indonesian universities? ▪ What is your understanding of the OBE curriculum itself?
RQ2	How do lecturers implement the requirements of OBE curriculum?	▪ Designing subject outlines ▪ Designing learning outcomes ▪ Implementing OBE in the classroom, including learning materials, teaching strategies, and assessment.	▪ Could you tell me what you understand by the official government-designed OBE? ▪ How do you develop the learning outcomes? ▪ Have there been any changes in your teaching before and after using OBE? ▪ Could you explain the teaching strategies you use after adopting the OBE curriculum?
RQ3	What are the challenges and recommended supports reported by the lecturers?	▪ Challenges in implementing OBE ▪ Factors supporting overcoming the challenges.	▪ What challenges do you face in implementing the OBE curriculum? ▪ What factors support you in overcoming the challenges you face?

The 27 selected participants were interviewed individually via a Zoom meeting application. The researcher made the interview process as comfortable as possible to make participants feel relaxed and better respond to questions. Each interview took approximately 45-90 minutes. The participants had the flexibility to decide on the time and choose the language they preferred, either Indonesian or English, or a mix of Indonesian and English. This choice was provided to help them easily express their thoughts. The interviews were recorded with the participants' written and verbal agreement. All participants' identities were protected by using codes to ensure anonymity and protect their privacy.

The procedure for conducting interviews is detailed as follows:

1. After receiving the signed consent and the subject outline form through email and/or WhatsApp, the researcher contacted each participant to enquire about their preferred interview time.
2. The Zoom meeting link was sent to each participant based on their availability.
3. Before recording, the participants were informed that they might respond in Indonesian as their first language or in English as their professional language. In short, in the interview, each participant had the choice to respond in either English, Indonesian or a mix of both languages to respect their preference.
4. Before beginning the recording, participants' permission to record the interviews was sought.
5. After the interviews ended, the recording was stopped. The researcher then expressed gratitude and informed participants that they would receive the transcripts for review and validate their interview transcripts. The participants had the right to make any relevant changes to their previous responses by adding more information, deleting anything they did not wish to be included and correcting any factual errors. Moreover, the participants were informed that they would receive the recordings upon request.

4.4 Data analysis

Data analysis commenced upon the completion of data collection. The closed-ended survey results were analysed by using descriptive statistics utilising SPSS 26. Descriptive analysis provides meaningful information to practitioners, policymakers, educators, or other researchers to exhibit patterns and relevancy of data (Loeb et al., 2017). This analysis allows the researcher to identify the percentage of participants' answers for each category, including each item's mean, mode, standard deviation, and variance.

Data from the survey's open-ended questions and interviews were analysed and interpreted with an "inductive, iterative approach" (Carter & Buchanan, 2022, p. 4). This approach relies primarily on data-driven analysis rather than on "existing theories and concepts" (Smith, 2015, p. 225). This research moves beyond the specific or detailed data of the written responses and transcriptions of the participants to the broader codes and themes. The data from open-ended questions could perhaps limit the generalisation of the findings. However, the lecturer's answers reported here made a significant contribution to "a growing body of research that

emphasises the voices of professionals in a larger educational, political, and socio-media landscape that frequently devalues and marginalises their professionalism, expertise, and judgments" (Carter & Buchanan, 2022, p. 4). The Indonesian statements made by participants were translated into English.

Through the use of thematic analysis, the open-ended questions and interviews were analysed and interpreted. Thematic analysis is the process of "identifying, analysing, and reporting patterns or themes within data" (Braun & Clarke, 2006, p. 79), that codes and clusters those themes into meaningful emerging themes (Schreier, 2012) and using the themes "to address the research or say something about an issue" (Maguire & Delahunt, 2017, p. 3353). This analysis technique enabled the researcher to interpret multi-layered texts and establish comprehensive findings. In this study, thematic analysis was employed because it is a "realist method" (p. 81) that examines the ways in which activities, facts, ideas, and perceptions are the products of a variety of discourses occurring within society (Braun & Clarke, 2006).

The two levels of thematic analysis provided by Braun and Clarke (2006), the "semantic" and "latent," (p. 84.) were undertaken to analyse the interview data. Semantic themes highlight "within the explicit or surface meanings of the data, and the analyst is not looking for anything beyond what a participant has said or written" (p. 84), whereas latent themes look beyond the semantic meaning of the data to discover the "underlying ideas, assumptions, conceptualisations, and ideologies" (p. 84) that are thought to shape or inform the semantic meaning of the data. This study explores lecturers' implementation of the relevant curriculum while also revealing the underlying perceptions and beliefs that inform and shape these practices.

This study uses NVivo 12 to organise and process the qualitative data (Bazeley, 2013). NVivo is a software application with a number of useful capabilities that help researchers analyse data by storing, organising, labelling or coding data, searching through data, and locating specific words (Creswell, 2012). In this study, NVivo assists the researcher in processing unstructured data and making sense of complex data.

To analyse the data, the researcher carefully listened to the interviewed recordings and transcribed data word-for-word into a Word document. As all participants spoke English rather than Indonesian, only a few transcriptions were translated into English, and a professional translator was engaged to ensure the data's credibility. Prior to coding the data, the researcher

became familiar with the data through multiple readings of the transcripts (Marshall & Rossman, 2014). This method is necessary to help the researcher understand and find patterns or links among participants' responses. Along with the curriculum documents, the interview transcripts are coded into categories (Creswell, 2012, p. 243).

Commonly, interpretative research is "neither explanation nor prediction…it is interpretation" (Glesne & Peshkin, 1992, p. 19). Consequently, qualitative researchers use techniques to present the findings in categories to develop theory out of the data (Merriam, 1998; Strauss & Corbin, 1990). The coding system and data analysis are regarded as continuous processes (Glesne, 2016). These techniques help the researcher to improve work efficiency. The procedure of data analysis is as follows:

a. Coding the data into categories based on the six research questions formulated in the earlier section.
b. Conducting selective coding to classify extracts/excerpts into prominent themes or so-called nodes.
c. Adjusting the nodes or creating new child nodes based on the emergent themes. This process involves breaking down the coded data into more detailed nodes by identifying and linking essential information that indicates interrelationships (Richards & Richards, 2003). At this stage, the researcher repeatedly and critically reads the coded data to ensure accurate interpretation. Other adjustments were made by merging similar nodes or creating new ones. In further analyses, the researcher deleted repetitions in order to reduce the codes into major themes.

4.5 Validity, reliability and trustworthiness

4.5.1 Validity and reliability of the survey instrument

The survey instrument was first piloted before being distributed to potential participants. Initially, a pilot survey consisting of 46 closed-ended items and 5 open-ended questions was developed. Three academics reviewed this pilot instrument: one linguistics expert focused on language use, while two higher education curriculum experts examined the content. This review aimed to ensure that the survey questions were well-designed, readable, and aligned with the research queries, and that any potential practical problems could be identified (Johnson & Christensen, 2019). Twenty English lecturers from five universities participated in this pilot

study, completing the survey and providing feedback on the challenges they encountered during the survey process. The pilot survey instrument was then revised based on their feedback and comments to enhance its content and face validity (Cohen et al., 2018).

The Pearson product-moment correlation was utilised to examine the validity of the test items. The test items were considered valid if the value of r_{count} was higher than that of r_{table} and vice versa (Sugiyono, 2013). With a significant level of 5%, the validity test indicated that the value of r_{table} was revealed to be .4438. The validity test revealed 30 items dictated valid (r_{count} > .4438), with the validity criteria of Very High (2 items), High (11 items) and Fair (10 items), while the remaining items were Low (12 items) and Very Low (4 items) (see Appendix 7). Furthermore, the reliability of the instrument was examined using Cronbach's Alpha. The result revealed that the Cronbach's Alpha value was 0.9333, suggesting a high level of reliability (Field, 2018). These results indicate that the survey instrument can be considered valid and reliable for data collection. All invalid questions were excluded, resulting in a final survey instrument comprising 30 closed-ended items and 5 open-ended questions.

4.5.2 Trustworthiness of qualitative instruments

Trustworthiness is crucial to ensure that qualitative findings are accurate. It can be achieved by establishing credibility, transferability, dependability, and confirmability (Stahl & King, 2020). Credibility deals with a truth value in the accuracy of the research findings (Susilo, 2022). Several ways were undertaken to maintain credibility. This study used multiple data sources to corroborate findings, including open-ended surveys, documents, and semi-structured interviews. Triangulation helped validate the results by cross-verifying information from different angles and perspectives. Before data were analysed, participants were granted opportunities to review interview transcripts and make any necessary changes. The researcher also carefully examined the collected data by conducting multiple readings and multi-layer interpretation. This reflective activity helped eliminate biases (Miles & Huberman, 1994). In doing so, the researcher could better understand the context and make sense of how the participants viewed curriculum change (Yin, 2003). Including additional interview participants from diverse regions further enriched perspectives, strengthening the study's credibility.

Transferability aimed to determine how the findings and interpretations can be applied to other contexts or settings. Transferability was established through thick descriptions by providing rich and detailed descriptions of the research context (see Sections 1.2 and 2.1), the research

setting and participants (see Section 4.2), and processes (see Sections 4.3.1; 4.3.2 and 4.3.3). These efforts help understand the study's unique features and capture the participants' detailed behaviours in the given contexts, allowing future researchers to assess the findings' rigour, relevance, and applicability to other contexts (Cohen et al., 2018).

Dependability deals with the consistency of research and reliability of the research findings over time and across different studies. Dependability was addressed by providing a comprehensive account of the data collection (see Section 4.3) and analysis procedures (see Section 4.4). An audit trail was established by maintaining a research logbook, documenting all decisions, actions, and changes throughout the research process (see Appendix 6). The researcher also kept a journal to record relevant contextual information, including daily activities, decisions, reflections, and modifications during the data collection (Phillippi & Lauderdale, 2018). This documentation began immediately after conducting the survey and interviews, aiding the researcher in managing the response rate and depth, identifying ways to encourage more participation, and navigating the data analysis process. Additionally, NVivo 12 was used to systematically code the data based on the research questions and theoretical framework, allowing the researcher to consistently define and refine categories and themes throughout the analysis (see Appendix 11). These efforts helped ensure consistency and reliability in data collection, analysis, and interpretation, thereby enabling future research to achieve consistent results (Yin, 2003).

Finally, confirmability deals with the objectivity and neutrality of the findings. Confirmability was established by transparently elaborating the data analysis procedures, including providing examples of the coding process (see Section 4.4), evidence of coded interview extracts/excerpts that supported the findings (see Appendix 11), and attaching interview samples (see Appendix 9). In doing so, other researchers could check and recheck the data reduction process, data display, and conclusion drawing/verification (Miles & Huberman, 1994). This rigorous approach ensured that data collection and interpretations remained unbiased and free from preconceptions (Cohen et al., 2018).

4.6 Ethical considerations

The researcher sought ethical approval from the Ethics Committee at the UTS and was granted on 26 April 2022. This research project adhered to ethical standards set for research in Australia. Cohen et al. (2018) note that social researchers must consider the impacts of their

research on participants in any research project and respect the privacy of all participants. Ethical standards are also essential to protect the researcher. Therefore, ethical issues have been considered throughout the data collection and analysis. Participation in the study was entirely voluntary at all stages.

The survey invitation was sent to the potential participants via email, WhatsApp and other methods as outlined in Recruitment of Participants (Section 2.3.1). The invitation included the survey link, the Participant Information Sheet (PIS), and other important information related to this study. The information page assisted the participants in being aware of the nature and context of the research projects, including all their rights and responsibilities. Research consent was obtained from participants when they clicked the consent button. The participants were also advised to indicate their availability to participate further in interviews.

The PIS informed participants that the survey took approximately 15 minutes to complete, and they could fill it out at any time convenient. This is because some participants might be under considerable time pressure due to work commitments and feel that they could not easily allocate time to complete the survey carefully. The PIS also notifies respondents that the survey is anonymous, so they are unworried about participating and sharing their thoughts.

As the participants were English lecturers, to respect the ethical considerations specific to participants, the language used for the survey was English to respect their professionality. The language for the PIS, consent form and questions were written in plain English.

There was a minimal risk in participating in the survey. The risk was that some participants might be under considerable time pressure due to work commitments and might feel they could not easily allocate time to complete it carefully. Participants were informed that the surveys took approximately 15 minutes to complete at their convenience. The survey was anonymous, and pseudonyms will be used for any academic publications stemming from this research. The surveys were not seen as sensitive information and the demographic information did not enquire about sensitive questions such as date of birth, home address, religion, and finances. The surveys addressed how Indonesian English lecturers perceive the OBE curriculum and its implementation. The surveys uncovered their understanding, attitudes, and the factors that hinder and support during the implementation of the OBE curriculum. Their responses might also contain their criticism of their colleagues, universities, or government. Consequently, they might feel uncomfortable to answer. To anticipate this risk, the survey was conducted

anonymously so that their identities were not disclosed. However, the participants who took part in the interview stage were asked to provide their contact details and universities. These two pieces of information were necessary, allowing the researcher to select and contact the most potential participants from different universities. To protect their names and universities, pseudonyms were used on the survey PIS, so the participants were unlikely to feel discomfort by providing their identities. The researcher needed to indicate confidentiality in the survey information sheet to make the participants feel secure to join the interview stage.

Kvale (1996) suggests some ethical considerations in undertaking interviews, including informed consent, confidentiality, and consequences of interviews. The potential participants who indicated their agreement to participate in interviews and met the eligibility criteria were contacted via email or WhatsApp based on the information they supplied in the survey. They were provided with a consent form and research information sheet which included the research purposes, their rights and obligations, any impacts and measures and an agreement to participate in the study. All invitation letters were in both English and Indonesian. After the consent forms were signed, interviews were conducted based on the time determined by the participants. The recordings were transcribed once the interviews were complete. Additionally, the transcript data were sent to the interviewees to check and verify their statements before further analysis. Only with the participants' consent can the researcher record and publish any negative opinions they might have regarding the government, their colleagues and/or workplace. The participants' identities and universities were pseudonyms for any academic publications to ensure confidentiality.

The participants had an opportunity to review and validate their interview transcripts so that they could amend them or delete any comments they considered inaccurate or did not want to publish and/or they could add more information. The researcher emailed the transcripts to them, and they had the right to make any relevant changes. The interview recordings were sent upon request.

The interviews were conducted in a mixed language of English and Indonesian as it is common for Indonesian people to blend the languages in natural conversation. At first, I supplied the questions in English, and then, in response to my questions, the participants used a mix of both languages. The participants were also allowed to select their preferred timetable for data collection.

During the interview session, the researcher applied some strategies to manage the risks. They are:

- The researcher allowed the participants to select their preferred timetable for data collection.
- The researcher gave the participants the option to refuse to answer any questions and break at any time to reschedule for another day/time. Participants were also given the option to immediately stop or unrecord any events if they showed signs of discomfort during the interview.

Participation in the interview involved low risk. The risks were:

- The participants were busy professionals and found it difficult to allocate 45 – 90 minutes for the interview.
- The participants might not have had any previous experience talking in detail about work practices and, therefore might find the audio-video taped interview slightly confronting.
- The participants considered it relevant to express negative perceptions of the workplace, their colleagues, and government policies, and they were likely to feel insecure about doing so, especially when the audio-video was recorded.

Several questions in the survey and interviews were about the university's facilities to support lecturers' performance in implementing OBE curriculum and the government's goal to change the curriculum, policy, and the quality of the implementation of OBE curriculum in Indonesia. The interviewees were university English lecturers, many of whom have publicly criticised the Indonesian government policies through social media or publications. They were experts and professionals who were well-positioned to comprehend the research's implications and explain their needs. They were also notified that their names were used as pseudonyms in academic publications. If the participants felt distressed discussing any past experiences, they would be referred to a local guidance and counselling service at their university, and/or if they required crisis assistance, report to the emergency department of their local hospital. Alternatively, the researcher would offer to arrange for the researcher's supervisors to discuss things with them.

4.7 Chapter summary

This chapter has presented the research methodology employed in the current study. It begins by outlining the interpretivism paradigm as the fundamental research framework. Subsequently, it provides insights into the research setting and the participants involved, leading to a discussion of the data collection methods, covering surveys and semi-structured interviews. It also discusses the research analysis techniques used for both surveys and interviews. The final section elaborates on the ethical considerations. The summary of the research methodology is detailed in Table 4.13. The upcoming chapters will present the findings of the collected data and discussion.

Table 4.13 Summary of the research methodology

No	Stages/ Aims	Research Questions	Data Collection				Data analysis/ tools
			Technique/ tools	**Participants**	**Completion time**	**Collected data**	
1	**Survey:** ▪ Elicit the lecturers' perception of the suitability of OBE as a curriculum approach ▪ Understand the specific factors which hindered and supported lecturers ▪ Gain demographic information and select the participants for interviews.	Q1. How do lecturers perceive the requirements of OBE curriculum? Q3. What are the challenges and supports reported by the lecturers?	▪ Online survey ▪ Qualtrics platform	▪ 632 lecturers	▪ 12 May – 21 June 2022 1 month 9 days	▪ Closed-ended responses of lecturers' perception of OBE curriculum, challenges, and supports. ▪ Open-ended responses of lecturers' perception of OBE and challenges.	▪ Descriptive statistics ▪ SPSS 26 ▪ Thematic analysis ▪ NVivo 12
2	**Document study:** ▪ Collect samples of OBE-driven subject outlines ▪ Is used as a mediating tool during interviews.	N/A	▪ Documentation	▪ 27 documents from the 27 selected lecturers	▪ Upon, during and after interviews	▪ Subject outlines.	N/A
3	**Interviews:** ▪ Gain insights into lecturers' perceptions of OBE curricula. ▪ Gain information on how lecturers implement the OBE curriculum, including designing subject outlines, developing learning outcomes, and enacting them in the classroom. ▪ Understand the challenges lecturers face and the support needed in implementing OBE.	Q1. How do lecturers perceive the requirements of OBE curriculum? Q2. How do lecturers implement the requirements of OBE curriculum? Q3. What are the challenges and supports reported by the lecturers?	▪ Semi-structured ▪ Zoom application ▪ Interview protocol ▪ Mediating tools: Lecturer's subject outlines	▪ 21 lecturers from different provinces ▪ 6 lecturers from the same provinces but from various cities and universities	▪ Duration: Approx. 60 - 90 minutes ▪ Data completion: 22 June – 3 September 2022 2 months 12 days	▪ Interview videos, audios and transcripts: a. Lecturers' perception of the suitability of OBE as a curriculum approach b. Lecturers' perception of the standard of OBE implementation c. Lecturers' understanding of curriculum changes, and the relationship between OBE, INQFs, and *Merdeka Belajar*, the goals of adopting or understanding OBE. d. Challenges faced by lecturers in implementing OBE e. Factors to support lecturers to overcome the challenges	▪ Thematic analysis ▪ NVivo 12

CHAPTER 5. PERCEPTIONS OF OBE CURRICULUM REQUIREMENTS

This chapter presents the findings related to the first research question: How do ELT lecturers perceive the requirements of the OBE curriculum? To address this question, survey and interview data are analysed and presented in four main sections. Section 5.1 scrutinises the suitability of OBE as a curriculum approach in higher education in Indonesia. Section 5.2 investigates the standards of OBE implementation in Indonesian higher education. Section 5.3 examines ELT lecturers' understanding of the OBE curriculum requirements. Additionally, Section 5.4 categorises participants' perceptions of the OBE curriculum by region, university type, work experience, and role.

5.1 Suitability of the OBE as the curriculum approach

5.1.1 Survey findings

The survey results provide insights into participants' perceptions of the suitability of OBE as the current approach to curriculum in higher education in Indonesia, as outlined in Table 5.1. Overall, there is a discernible trend of positive perceptions towards the suitability of the OBE curriculum for use in Indonesia's universities. A majority of the participants (51.1%) strongly agree, and 37% somewhat agree that it is well-suited for university use (item 1). This indicates widespread acceptance and recognition of OBE as a fitting curriculum approach. In terms of support from the Ministry of Education for implementing OBE (item 2), a significant number of participants (17.7%) strongly agree, and 42.7% somewhat agree that such support exists.

Conversely, a small minority (3.3%) strongly disagree. This suggests generally positive recognition of the Ministry's efforts in facilitating OBE implementation. When examining the organisation of the university system to support OBE implementation (item 3), a considerable number of participants (37.2%) somewhat agree, and 13.6% strongly agree. However, 18.7% of participants express some disagreement with the system's current organisation. Regarding the university's emphasis on OBE as the dominant curriculum (item 4), most participants (42.4%) somewhat agree, and 30.9% strongly agree. This indicates positive opinions among the participants regarding the extent to which OBE is emphasised as the dominant curriculum. Lastly, concerning lecturers' attitudes towards the implementation of the OBE curriculum

(item 5), nearly half of the participants (48.9%) strongly agree, while 38.4% somewhat agree with its implementation. This indicates a positive response from a majority of the participants.

Table 5.1 The suitability of OBE

Items	n=	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1. OBE curriculum is suited for use in the university.	632	28 (4.4%)	29 (4.6%)	18 (2.8%)	234 (37%)	323 (51.1%)
2. The Ministry of Education has provided sufficient support to assist the university in implementing OBE.	632	21 (3.3%)	79 (12.5%)	150 (23.7%)	270 (42.7%)	112 (17.7%)
3. The university system is well organised to support the implementation of the OBE curriculum.	632	40 (6.3%)	118 (18.7%)	153 (24.2%)	235 (37.2%)	86 (13.6%)
4. The university places a strong emphasis on OBE as the dominant curriculum.	632	17 (2.7%)	55 (8.7%)	97 (15.3%)	268 (42.4%)	195 (30.9%)
5. I have a positive attitude to the implementation of the OBE curriculum.	632	32 (5,1%)	29 (4.6%)	19 (3%)	243 (38.4%)	309 (48.9%)

5.1.2   Interview findings

In addition to the survey, semi-structured interviews with 27 ELT lecturers from different universities and regions provided insights into their perceptions of the suitability of adopting OBE as the curriculum approach in Indonesia. The findings revealed three themes: qualified endorsement, unqualified endorsement, and unconcerned (refer to Table 5.2)

Table 5.2 Participants' perceptions of the suitability of OBE

Participants perceptions	Number of participants[15]	Total coding[16]
Qualified endorsement	20	97
Unqualified endorsement	5	24
Unconcerned	2	6

5.1.2.1   *Qualified endorsement*

Regarding qualified endorsement, the participants showed partial agreement with the suitability of OBE. These participants acknowledged the merits of OBE but may have had some issues or suggestions for improvement. They recognised the potential of the OBE approach to

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[15] "Number of participants" refers to the count of individual respondents who have contributed data related to a specific code or theme.

[16] "Total coding" represents the total instances or references where data has been coded to a specific theme or category.

help students prepare for future employment. However, they had doubts about certain aspects, such as its implementation, ineffective communication strategies for introducing OBE, and the limited availability of facilities for practising OBE-based teaching in the classroom. "OBE helps students to have better future, … but still need more improvement … in the implementation," said Veli, a mid-career lecturer from a private university in East Java. Aryin, a mid-career lecturer from a state university in North Kalimantan, went further to say that OBE is highly suitable for the classroom learning process, preparing students for their future lives: "It is very appropriate to the learning process in the classroom". However, he also noted that the implementation process still has weaknesses and is not yet fully developed. The lecturers possess only a superficial understanding of the OBE curriculum, lacking in-depth knowledge of its principles and practical enactment in the university classroom. He remarked, "...but the implementation is still weak or in the superficial process. We just know the theory, but in practice we do not know how to apply it at the university level."

Furthermore, Lazzari, a senior lecturer from a private university in West Nusa Tenggara, expressed his endorsement of OBE as a beneficial approach for preparing students for the workforce. However, he also raised concerns regarding the readiness of their university and fellow lecturers to implement the new curriculum. He questioned the willingness of their university to adopt the OBE curriculum. Lazzari stated:

> I think this approach is good because it allows students to demonstrate the comprehensive results of their studies. The OBE curriculum not only enhances students' knowledge but also helps them develop the skills needed to produce tangible results and prepare for the workforce. As we enter a new era of education in Asia, adopting OBE is crucial. However, I must admit that during the transition to OBE, we are not yet fully prepared. I've noticed a lack of proactive response from universities, including my own, in adapting to OBE. We are not adequately prepared for the shift from the old system to the OBE system. Regarding lecturers' readiness, I can say that many of my colleagues are not yet prepared for OBE.

While most participants support the use of the OBE curriculum, they sharply criticise the forced implementation in the context of Indonesia, which they believe could lead to negative impacts on student learning due to improper implementation. For example, Berthe, a professor from a state university in Yogyakarta, acknowledges the policy power and demands of the times that drive the implementation of OBE. One interesting statement from Berthe exemplifies this attitude: "So, this is a big question, put it into highlight that the curriculum change is like trading, minister's trading, right? It's hard to see what kind of OBE is, what independent learning? Changing curriculum is just a trend." This statement highlights Berthe's scepticism

towards the implementation of OBE and the perception of it as a trend imposed by policymakers.

Moreover, Berthe expressed concerns about implementing OBE, citing that those in positions of power may not fully understand the practical implications of OBE in the classroom. Berthe stated, "Sometimes, those in higher positions who control policy do not fully understand the curriculum. This is a fact. I think it would be interesting to research this issue in your dissertation." Berthe also questioned the practicality of implementing OBE and understood that the curriculum changes align with global trends and industry demands, "The purpose of OBE is to align with the current global industrial trends. But how successful has the implementation been so far? I don't think it's been very successful. Many lecturers are confused by the new curricula and regulations, and it's unclear who is monitoring these changes."

Baharji, a senior lecturer from a state university in East Java, articulated his concerns, highlighting how the Minister of Education's programs are imposed without considering the unique approaches of universities in educating students. He perceived these programs as being forced upon institutions through evaluation processes and accreditation. Baharji believed that the minister, driven by personal experiences, neglected the opinions of lecturers, stating, "This is something that the minister applied their own experiences. His own experience in business was applied to his education. My belief is the Minister's educational background should be in the education field, but our minister is a businessman, so he may not really understand with pedagogy or the philosophy of education. He makes his own experience in business as a pattern."

Furthermore, while the participants support the OBE curriculum, they express concerns about the political motivations behind its changes. This political influence makes them hesitant to fully endorse the OBE. For example, Ferdy, a mid-career lecturer from a private university in Southeast Sulawesi, highlighted the Indonesian education sector's difficulties due to political issues. He noted that changing governments or policymakers frequently alter the curriculum, making it hard to establish an ideal framework for students. Ferdy remarked, "Changing the government or policymakers means changing the curriculum. It's difficult to identify the ideal curriculum for our students because I am also confused by these frequent changes." His statement reflects his confusion about the new curriculum and the formal nature of its implementation, which restricts both students and lecturers from fully exploring their potential. Ferdy also expressed concerns about the influence of political Islam on curriculum changes,

adding, "I think there is an influence of political Islam in changing the curriculum policy." When asked to elaborate, he explained "I don't mean that we should ignore the integration of religion with education, as it is good to enrich the curriculum with religious aspects. What worries me is that some individuals use Islam as a tool to advance their personal political agendas and control the education system." This finding implies that while integrating religious values into education can foster moral and values learning, intertwining political motives with educational objectives can be problematic.

Participants endorse the OBE curriculum as relevant for global and industrial challenges. However, they express concerns about the influence of politics in national curriculum decision-making. This apprehension stems from a shared understanding among lecturers in Indonesia that a ministerial change often leads to a curriculum shift. Consequently, they speculate that within five years, or with a new education minister, the curriculum might change again, leading them to question the practicality of investing in and adapting to the OBE curriculum. For example, Lazzari expressed this concern: "We learn OBE now, then we will be asked to learn a new curriculum again if the new Ministry changes it."

Similarly, Yunia, a senior lecturer from a state university in Aceh, remarked, "New education ministers will bring new curriculum. I think this is maybe the reason why we do not understand the curriculum," highlighting the challenges of constant changes in the curriculum with political shifts. Baharji also said, " I think that if we get a new minister later, the policy for the curriculum will change again. That's why universities are just going along with the current situation, because they know that if the minister changes, these current policies will be discontinued".

5.1.2.2   *Unqualified endorsement*

In terms of unqualified endorsement, participants expressed strong agreement with the suitability of OBE for implementation in Indonesia's higher education. They firmly believed that OBE is highly relevant in the current era as it offers a comprehensive approach to learning. According to their viewpoints shared during the interviews, OBE not only develops students' knowledge and skills but also emphasises the importance of the learning process itself in enabling students to produce something. These participants also highlighted that OBE encourages lecturers to actively engage students in practical enactment and prepare them for success in both academic and personal contexts. They emphasised the value of OBE in going

beyond mere comprehension and fostering students' abilities to practice, apply, and assess what they have learned. For instance, Yadip, a senior lecturer from a private university in Lampung and a curriculum developer, provided specific reasons for his unqualified endorsement of OBE:

> In my opinion, OBE is a good curriculum and is very suitable for implementation in Indonesia because it helps students a lot. OBE can develop students' understanding by focusing on skills and competencies after the learning process, so they will know how to evaluate themselves. The students will be able to see whether they have learned something from my class, allowing them to compare their progress before and after learning. OBE supports this process because its concept is that, after completing the learning process, students will gain something different from the previous curriculum. In other words, the difference between before and after is something the students can actually experience.

The data shows that participants strongly support the OBE, viewing it as an effective concept to prepare students for the global free trade market and world challenges. They recognised that initial changes may be complex and face many challenges, but they believed that OBE would be successfully implemented in Indonesia. Therefore, to aid OBE's success, these participants demonstrate positive attitudes towards understanding and effectively implementing OBE, as expressed by Fitrah, a mid-career lecturer from a state university in East Java:

> At first, honestly it was hard to understand the curriculum changes. But, I tried to get information on the internet about OBE because I believe it is a good concept to help students compete internationally. I need to expand my knowledge. Although I have limited information from my study program and have only attended one OBE workshop, it doesn't mean I just sit and listen without trying to learn more about this new curriculum.

5.1.2.3 *Demonstrate unconcerned attitudes towards the curriculum implemented in Indonesia*

Two participants reflected an unconcerned attitude towards curriculum implementation in Indonesia. They expressed a lack of interest in response to curriculum changes or ongoing alterations within the Indonesian education system. For them, the primary focus of teaching lies in effectively delivering materials to students, regardless of the curriculum in use. These two participants emphasised personal performance without excessive concern about the type of curriculum being used. While acknowledging the importance of the curriculum, they admitted to not having much interest in learning about it due to time constraints. Instead, they emphasised the significance of lecturer competence, believing that personal adaptability and competence are paramount regardless of the curriculum implemented.

Crist, a senior lecturer from a state university in Maluku, explained why he is unconcerned with the curriculum and instead prioritised the teaching competency of lecturers in helping students acquire the English language. Here is an example excerpt from his explanation:

> I personally try to do my best without worrying too much about which curriculum is being used. I do care about the curriculum, but honestly, I'm not very interested in studying it in depth, and I don't have the time. I comply with and follow the mandatory curriculum, but I don't necessarily apply it in practice. I mean, I don't critique or actively use the curriculum because I believe that the primary focus should be on our own competency in teaching, not the curriculum itself. I've experienced several curricula and changes over the years, but they all seem the same. So, my approach is to consistently do my best in teaching, providing effective strategies and materials without overthinking the curriculum. The most important thing is that students can effectively use and communicate in English. That is enough.

Similarly, Burhan, a senior lecturer at a private university in Riau, shared his perspective on being able to teach effectively without focusing on the OBE curriculum, as illustrated below:

> I don't really care about the changing curriculum. I believe I can continue teaching effectively without knowing which curriculum is being used by the government or the university.

5.2 Standard of the implementation of OBE

To investigate participants' perceptions regarding the standard of OBE implementation[17] in Indonesia, this research collected data through a closed-ended survey comprising six statements, one open-ended question, and interviews. In the survey, participants were asked to provide their perceptions of the university where they work, assuming they understand the implementation of the OBE curriculum in their university.

5.2.1 Survey findings

a. Closed-ended survey findings

The findings from the closed-ended survey shed light on participants' perceptions of OBE implementation. Overall, the participants' perception of the OBE implementation in Indonesia's higher education was fair or satisfactory (refer to Table 5.3).

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[17] The standard of implementation in this study refers to a common benchmark used to evaluate the effectiveness of OBE implementation. Rather than comparing it to a fixed government standard, this study focuses on lecturers' perceptions of how OBE is implemented in their universities.

In terms of the evaluation of the overall implementation of OBE, the survey revealed that a substantial majority of participants (45.9%) rated it as fair, while 33.4% regarded it as good, indicating a considerable level of satisfaction with the implementation efforts. In terms of lecturers' understanding of the OBE curriculum, almost half of the participants (48.9%) perceived their understanding to be fair, and 25.8% rated it as good. These results suggest a strong level of comprehension and grasp of the OBE curriculum among the surveyed lecturers, highlighting their ability to comprehend and align their teaching practices with the OBE framework.

Furthermore, participants demonstrated a positive view regarding their willingness to implement OBE, with a noteworthy percentage (43.2%) rating it as good, and 17.7% considering it to be good. These findings indicate a positive attitude towards embracing OBE in their teaching practices, showcasing their openness and enthusiasm to incorporate the principles and methodologies associated with OBE into their pedagogical approach.

In terms of the availability of pedagogical guidance materials for designing subject outlines based on OBE, the majority of participants (40.8%) rated the availability as good, and 7.9% considered it to be very good, indicating that adequate resources and support materials are accessible to facilitate the implementation of OBE. This suggests that lecturers are provided with the necessary tools and guidance to effectively design subject outlines aligned with the OBE framework.

Regarding the monitoring of OBE implementation, the majority of participants (38.4%) rated it as fair, indicating a moderate level of oversight and evaluation mechanisms in place. This highlights the presence of a structured approach to monitoring and evaluating the implementation of OBE, which contributes to the education system's continuous improvement and quality assurance.

Table 5.3 Standard of OBE implementation

Items	n=	Very Poor	Poor	Fair	Good	Very Good
1. The overall implementation of OBE	632	14 (2.2%)	90 (14.2%)	290 (45.9%)	211 (33.4%)	27 (4.3%)
2. Lecturers' understanding of OBE curriculum	632	5.2 (108%)	108 (17.1%)	309 (48.9%)	163 (25.8%)	19 (3%)
3. System change (staffing, school management, planning, administration)	632	37 (5.9%)	151 (23.9%)	269 (42.6%)	150 (23.7%)	25 (4%)
4. Willingness to implement (readiness of lecturers to engage with new ideas and put them into practice)	632	9 (1.4%)	63 (10%)	175 (27.7%)	273 (43.2%)	112 (17.7%)
5. The materials of pedagogical guidance for designing subject outlines based on OBE.	632	9 (1.4%)	99 (15.7%)	216 (34.2%)	258 (40.8%)	50 (7.9%)
6. Monitoring on how the implementation is done	632	54 (8.5%)	157 (24.8%)	243 (38.4%)	156 (24.7%)	22 (3.5%)

b. Open-ended survey findings

Responses from the open-ended survey questions regarding the implementation of OBE at their universities, involving 632 participants, indicate that 108 participants believe it is well implemented, while 29 viewed it as satisfactorily implemented. Meanwhile, 495 participants believe the implementation is still poorly implemented (see Figure 5.1). This suggests that the implementation of OBE across Indonesia is still not well-established

Figure 5.1 OBE implementation in Indonesia's higher education
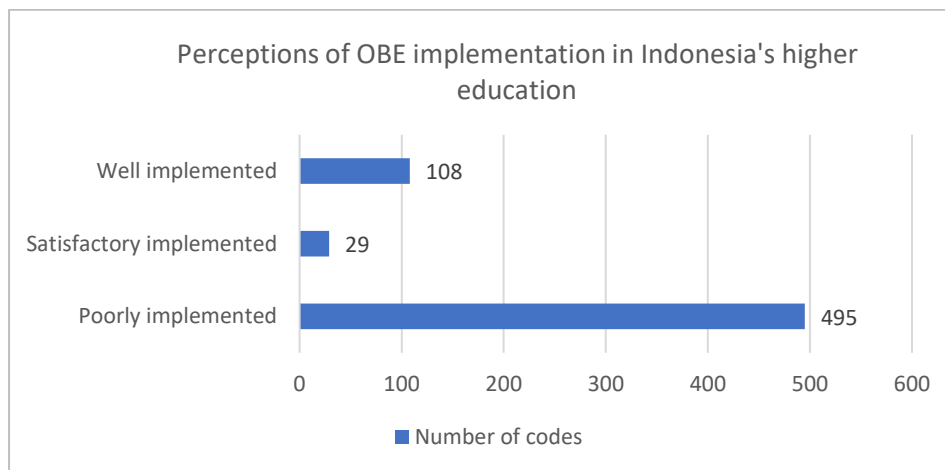
The number of codes here corresponds to the number of participants.

As previously mentioned, approximately 108 participants positively viewed the implementation of the OBE curriculum. Their responses in the survey consistently describe the OBE implementation at their universities as well-implemented, relevant, and well-aligned with the government's goals for changing the curriculum into OBE. For instance, the following participants (P) conveyed:

> The implementation of OBE at my university has been good so far. We follow current regulations, and it aligns well with students' needs and global curricula. To achieve this, we use project-based learning (P45).

> As far as I know, most lecturers in my study program have implemented the OBE curriculum. The management and OBE curriculum teams in my study program have already set the curriculum accordingly and asked the lecturers to prepare for the teaching and learning process based on the OBE curriculum. In other words, the lecturers in my study program have designed the learning process based on outcomes that are comprehensively linked to the graduate profile and connected to the labour market (P293).

Table 5.4 showcases analysis samples indicating well-implemented OBE policy in Indonesia's higher education.

Table 5.4 Sample codes illustrating well-implemented OBE in participant responses

Category	:	Well-implemented
Total references	:	108
Sample codes	:	- The implementation is good, but to make it better but to make it better, it needs more workshops and support from the government as well as from the universities (P3). - Very good (P17). - Making good progress (P63). - Great. My university produced competent graduates (P92). - For now, the OBE is well-implemented (P113). - So far, so good (P150). - Quite successful (P180). - Somewhat successful (P196). - Fairly good, but it needs a lot of effort and energy to get the goals of the curriculum. I think the curriculum needs to be evaluated to deal with the outcomes (I mean the graduated students) (P246). - Progressively improving (252). - Successfully implemented (P415). - Good (P492).

Twenty-nine participants perceived the OBE implementation as "satisfactory implemented." Nearly all responses in this category were concise, simply stating "moderate", "fair", and "adequate". However, a few participants provided more detailed explanations. For instance, they highlighted the aspect of students' readiness as a factor contributing to the "moderate" assessment. As P17 mentioned, "Let's go with 'moderate' because it's not just the lecturers who need to be ready, but the students should be able to keep up too." Another aspect raised was that participants generally perceive the implementation as satisfactory, though optimal success depends on individual faculty members, as articulated by P41: "Moderate. The critical point depends on the faculty members, whether they are willing to develop their profession." The lecturer's position also influences why participants perceive OBE as merely satisfactory. While they believe OBE is well-implemented at the university level, they feel it is lacking at the lecturer level, as noted by P90 below:

> It has been running well at the university level, but at the lecturer level sometimes they still experience difficulties in implementing it even though they understand the OBE concept.

Table 5.5 Sample codes indicating satisfactory OBE implementation

Category	:	Satisfactory implemented
Total references	:	29
Sample codes	:	▪ Still moderate (P15). ▪ Still in process and some universities implement the curriculum well and some others do not (P16). ▪ I view the implementation is moderate because it's not just the lecturers who need to be ready, but the students should be able to keep up too (P222). ▪ Fair (P245). ▪ I could say that in my university the implementation is fair, because more teachers need to gain better understanding (P276). ▪ Moderate implementation is needed because it is not easy to do (P305). ▪ Not fully successful yet; we need more support (P394). ▪ Still fair because socialisation on what exactly the OBE curriculum is essential. It needs a top-down approach and all relevant stakeholders should work hand in hand to make it a success (P421). ▪ I think the OBE implementation is fair enough. We need a lot of training and need to improve the system to implement. As far as I know, we are implementing it, but not seriously (P591). ▪ The implementation is still at an adequate stage, not too bad but it also doesn't seem to be going well (P597).

Moreover, the data indicates that the majority of participants, approximately 495, perceive the implementation of OBE as poor (see Figure 5.1). The participants (258) simply labelled the implementation as "still poor" or mentioned issues such as low effectiveness, bad execution, lack of success, confusion, difficulty, complexity, lack of clarity, and poor preparation (see Table 5.6).

Table 5.6 Sample codes indicating poor OBE implementation

Category	:	Poorly implemented
Total references	:	258
Sample codes	:	▪ Not well documented and implemented (P4). ▪ Sorry to say if this is still not successful (P80). ▪ Unsuccessful (P122). ▪ The OBE has not been widely applied perfectly in field education (P210). ▪ There could be some parts of my ignorance of the current situation of education. I think the OBE concept has not been well implemented in Indonesia (P215). ▪ This is still poor (P356). ▪ Unclear (P545). ▪ Bad (P551). ▪ Not good (P552). ▪ Poorly in implementing (P559). ▪ Not well implemented (P567). ▪ There's a lack of implementation (P605). ▪ I think it is still poor (P610). ▪ Not effective for teachers (P614). ▪ The implementation is not OBE yet (P622). ▪ It is not good yet (P620). ▪ Still not having good progress (P500).

Out of these 495 participants, 237 provided detailed reasons for their negative responses (see Figure 5.2). Eight key factors emerged, shaping the perception that the implementation of OBE is inadequate.

Figure 5.2 Issue related to OBE implementation.
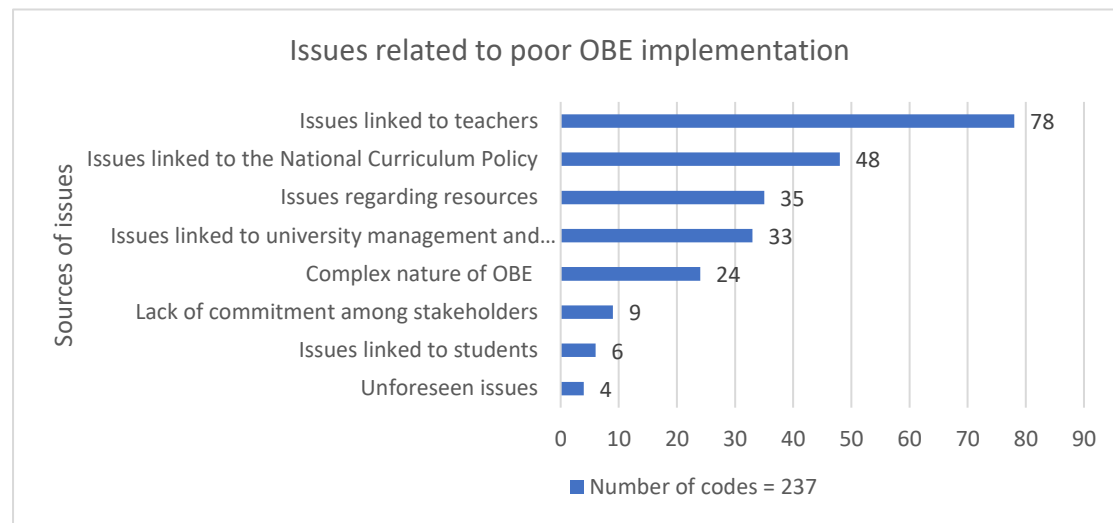
Among these eight factors, the factor related to issues associated with lecturers emerges as the most significant, contributing to the suboptimal implementation of OBE, with 78 references offering explanations in this context.

Table 5.7 Sample codes identifying sources of issues in poor OBE implementation

Sources of issues	Total references	Sample codes
Issues linked to teachers	78	• OBE has been massively practised, but many lecturers do not fully understand how to implement it in their teaching process (P1). • I found it quite hard as I hardly got sufficient information on the concepts and how to apply it (P5). • I don't know how to implement it, but I know OBE and we have to change the curriculum into OBE. In my perception the implementation is poor (P102). • Not well known enough, many teachers still do not understand how the OBE curriculum works (P256). • Actually as an average lecturer in private university, I am still lack in understanding OBE curriculum. I guess this curriculum can be applied (P374). • It is still low, and some lecturers have limited understanding (P429). • Not ready to start. Teachers' understanding, knowledge, or info about OBE is not well enough (P535). • I think this is still low because there's a gap between the OBE policy and its actual practice (P579).
Issues linked to the national curriculum policy	48	• Still not going well since the curriculum in Indonesia keep changing. It is not easy to master and familiarise something which is not consistent. It need time to make it well (P82). • Government policies, higher education's readiness, and academic competencies.

Sources of issues	Total references	Sample codes
		▪ We just understand we use OBE, but we don't know what OBE is. So, the government should give more explanation (P109). ▪ For me Indonesian curriculum is confusing (P176). ▪ In Indonesia, OBE has gained much attention since the Minister of Education launched the new curriculum change in 2013, introducing the OBE Curriculum and officially replacing the previous Competency-Based Curriculum. In the new curriculum, students' learning outcomes previously called competency standards, have been changed to learning outcomes. So, those changes in the policies get teachers involved in complicated implementation (P223).
Issues regarding resources	35	▪ The Ministry has great enthusiasm for the OBE campaign, but its implementation (in terms of program structure) is still quite chaotic because there are elements that are not synchronised. The university where I teach has the passion and commitment to design and implement OBE, but this revolutionary process is still hampered by human resources and infrastructure, especially IT (P181). ▪ There's a lack of practical examples of how to implement OBE effectively (P217). ▪ The implementation of OBE curriculum in Indonesia has not been fully implemented due to limited information about this curriculum (279). ▪ I think support materials for OBE are scarce and outdated (P577). ▪ OBE has been introduced without sufficient infrastructure support (P582).
Issues linked to university management	33	▪ Nation-wide, the OBE concept is still not yet understood, hence the implementation is not yet successful. Most curriculums are still focused on content-based aspects, which can be seen from the assessment types (P51). ▪ The OBE concept can run optimally if there is the application of analysis, design/planning, development, implementation, monitoring to evaluation (P59). ▪ Lack of support and poor system (P73). ▪ University commitment to realise it (P138). ▪ Poor. We don't have enough information about OBE. The infrastructure is not ready and the leadership support is inadequate (P148). ▪ It is not effective to implement OBE, no support system other things that are inadequate (P195). ▪ The system is not good enough to adopt OBE (P613).
Complex nature of OBE	24	▪ Vaguely understood. Does OBE mean INQFs? (P28). ▪ Still needs deeper assistance. All parties need to sit down together to understand the OBE concept in detail (P419). ▪ The implementation is still bad because there's widespread confusion about how to assess outcomes under OBE (P590).
Lack of commitment among stakeholders	9	▪ Unsuccessful. The understanding of stakeholders and teachers and the support of the institution (P122). ▪ In my university, it is still in an embryonic stage. It needs to always be monitored and needs support and commitment from stakeholders (P308).
Issues linked to students	6	▪ It does not work in my class because the students' motivation to learn English is still not good yet (P70).
Unforeseen Issues	4	▪ Quite massive, yet it has not been well organised. Hence, teachers find various interpretations regarding its implementation in the classrooms in which they have been held online since the COVID-19 pandemic (P261).

a. Issues linked to teachers

Participants frequently cited and highlighted their lack of understanding of the OBE curriculum as the main reason hindering its implementation in the classroom (78 responses). As P554

mentioned: "The implementation is still minimal because I don't understand how to implement it, and I think other colleagues also do not understand it." Additionally, participants often mentioned other factors that hinder the successful implementation of OBE, including reluctance to adopt the new curriculum and resistance to learning new concepts. P107 highlighted, "The implementation is not effective yet because many lecturers are not motivated to change their lesson plan to an OBE model." Similarly, P375 observed that "OBE is not well implemented in most universities in Indonesia. I haven't noticed any significant changes in the classroom learning process or in the educational system based on OBE. Most lecturers continue teaching what they know and what they typically do in the classroom, ignoring fundamental principles of OBE." P460 added, "There is significant resistance among staff to adopt OBE methods, making the implementation unsuccessful."

b. Issues linked to the national curriculum policy and system

The second major issue identified by participants concerns the OBE curriculum policy, highlighted in 48 responses. Participants felt its implementation was rushed, leading to inadequate preparation, as noted by P589. They also pointed out the absence of clear guidelines from the government for implementing OBE, as indicated by P217. Furthermore, participants argued that the full potential of OBE has not been achieved due to the lack of a properly established system to support this curriculum. As P59 articulated, "The OBE concept can run optimally if there is comprehensive application of analysis, design/planning, development, implementation, monitoring, and evaluation."

c. Issues regarding resources

The third significant issue, mentioned in 35 responses, relates to the resources necessary for supporting OBE implementation. Participants cited deficiencies such as insufficient training, a lack of human resources, and inadequate systems. P88 expressed, "The system in my university does not support teachers in implementing the OBE curriculum. This confusion in designing subject outlines and implementing the curriculum needs addressing. The university should change the system, including staff and culture, to support effective OBE implementation and provide adequate workshops. Leadership also needs to shift from traditional to new era mindsets." Furthermore, participants noted that the government's enthusiasm for enforcing the OBE curriculum policy did not adequately consider the sufficiency of the existing infrastructure at the university level. P181 observed, "The Ministry has great enthusiasm for

the OBE campaign, but its implementation is still chaotic due to unsynchronised elements. Despite the university's commitment to OBE, the process is hampered by human resources and infrastructure, especially IT."

d. Issues linked to university management

Participants identified issues with university management as another critical barrier. There are 33 codes reflecting the perception of unsuccessful OBE implementation due to insufficient system readiness. P173 noted, "University top management has tried to construct a practical system for unit leaders, but it misses the crucial part of providing exemplary actions. Understanding OBE and its curriculum development is not complicated, but as a teacher, I need to communicate with many stakeholders to figure out their needs. Teachers also need enough time to study and explore their subject matter to understand what outcomes suit their class and students."

e. Complex nature of OBE

Participants also highlighted the complexity and confusing nature of the OBE curriculum, which contributed to its perceived poor implementation. This view was expressed by 24 participants. P626 stated, "The implementation is still poor because OBE is unclear and confusing."

f. Issues related to stakeholders

Issues related to stakeholders were another factor contributing to the poor implementation of OBE. Approximately 9 codes indicated this issue. Participants mentioned that the stakeholders do not understand the OBE curriculum well. P62 noted, "Not understood yet by all stakeholders." Other participants pointed out differing perspectives among stakeholders as a hindrance. P283 remarked, "Weak. Different perspectives among the stakeholders." Lack of commitment from stakeholders was also highlighted. P313 commented, "The stakeholders' commitment," and P421 observed, "Synergy of all relevant stakeholders. Also the willingness of employers to seriously implement it."

g. Issues linked to students

Issues related to students' abilities and motivation to learn were noted by 6 participants as factors contributing to ineffective OBE implementation. These issues were particularly evident in smaller universities. P213 expressed, "The implementation is not really good. One obstacle is the students' ability and motivation to understand the lesson materials. I live in a small city and teach at a small college. I think the results would be different at another college."

h. Unforeseen issues

The final issue perceived by participants involves unforeseen challenges. About 4 participants noted this concern, indicating that the OBE curriculum was introduced during the COVID-19 pandemic, creating implementation difficulties. P118 stated, "Quite challenging since it was started when COVID-19 happened. Yet, to meet industry 4.0 needs and address the fact that HEIs outcomes do not meet industry needs, the OBE curriculum should be implemented no matter what."

5.2.2   Interview findings

The interviews revealed that a majority of the participants, numbering 21, perceived the standard of OBE implementation in higher education institutions in Indonesia as poorly implemented. Additionally, six other participants regarded the standard of OBE implementation as well-implemented and satisfactory implemented, with participant counts of 5 and 1, respectively (see Table 5.8).

Table 5.8 Perceptions of the OBE implementation based on interviews

Participants perceptions	*Number of participants*	*Total coding*
Poorly implemented	21	113
Well implemented	5	7
Satisfactory implemented	1	4

5.2.2.1 Poorly implemented

Twenty-one participants perceived that the implementation of the OBE curriculum remains suboptimal. Participants disclosed that this can be attributed to insufficient preparedness for OBE implementation, both at the government and university levels, the facilities supporting

the education system in accordance with OBE standards should be prepared in advance, to ensure the effective implementation of OBE (education system facilities).

Participants perceive this inadequacy in preparedness as manifested through four primary issues: 1) the inconsistency in information provided by speakers during OBE curriculum workshops, resulting in lecturers' challenges in grasping OBE principles (workshop information inconsistency); 2) lack of preparation for institutions or entities responsible for monitoring and evaluating the progress of implementation at the lecturers level (lack of monitoring and evaluation); 3) the absence of documentation to support OBE implementation (lack of OBE documentation); 4) a lack of collaboration between universities and industries (university-industry disconnect); and 5) lack of education system facilities.

a. Workshop quality

Participants reported that despite numerous OBE workshops held since 2022, organised by government bodies, associations, or their respective universities, the readiness to implement OBE remains questionable due to the quality of the workshops provided. For instance, Vely (East Java), Raharjo (West Java), and Raimond (North Sulawesi) mentioned that these workshops lacked practical examples of designing subject outlines and learning outcomes, developing rubrics, and focused only on general OBE concepts. Furthermore, a key issue regarding the workshop, frequently noted by participants during the interviews was the inconsistency in concepts presented by speakers at the workshops. This inconsistency led to confusion in grasping the principles of OBE in teaching, resulting in a limited comprehensive understanding of OBE. Yulaika, a senior lecturer from a private university in East Java, noted:

> The implementation has not succeeded yet because of insufficient preparation. The information from the Ministry down to the lecturers wasn't complete and didn't spread. You could see it from the speakers. They were also confused. I attended OBE workshops multiple times with different speakers... but even what they explained was different. So, we and other lecturers don't really understand what OBE is supposed to mean.

Indriani, a senior lecturer from a state university in Medan, confirmed this perception: "Unfortunately, the implementation of OBE failed. The government failed to disseminate, socialise the curriculum changes, and implement the OBE." She added that the inconsistency in workshops indicated a lack of preparedness for implementing the OBE curriculum, including unprepared human resources "It is not well prepared; neither the government nor the university is ready to implement OBE, as we can also see from the workshops and human resources.

Furthermore, the inconsistency in providing information related to OBE results in ambiguity in implementing OBE in real situations. Participants perceive this as a sign of inadequate preparation for OBE implementation. According to the participants, the government has only laid down regulations and promoted OBE extensively, but the actual implementation of OBE in practice has not yet materialised. Deny, a senior lecturer from a state university in Jambi, mentioned:

> I think the implementation is still minimal. Though they promote OBE massively but some universities are still struggling in understanding the OBE and how to integrate it in the curriculum. Many lecturers are still struggling with the concept, as well as the policymakers in my university are still working in understanding the concept.

Henry, a mid-career lecturer from a private university in West Papua, shared a similar perspective:

> There are still so many higher education institutions that do not clearly understand OBE. They ask, 'What is OBE?' They still think it's just a need to change the curriculum, but actually, we do not change, we do not change.

Moreover, the inconsistency in communicating information among different speakers also leads to lecturers' confusion in determining the curriculum's principles and distinguishing OBE, INQFs, and *Merdeka Belajar*. Participants believe that the curriculum has changed three times within one academic period. According to them, the initial curriculum was an INQF-based curriculum, which Merdeka Belajar subsequently replaced, and the latest curriculum change introduced OBE. Veli stated:

> We are confused because the speakers tell us differently. We know that there are so many terms in our curriculum like OBE, INQFs, and *Merdeka Belajar,* but we don't understand if these three terms are curriculum or what? And we need to know the clear concept of OBE to see the position it is a system, theory or something.

b. Lack of monitoring and evaluation

Participants also perceived that the implementation of OBE has not been carried out effectively, as they have noticed the absence of professional entities or institutions consistently monitoring and evaluating the OBE implementation, particularly at the lecturer level. They emphasise the importance of such oversights to ascertain whether lecturers are implementing OBE in accordance with its objectives and standards. Participants explain that when implementing a

good curriculum from the outset, a specialised institution should already serve as a quality control entity to provide feedback and evaluations. As noted by Berthe:

> The question is who controls the output of the lecturer or teacher to implement OBE. No controls. I am not sure that the quality assurance can correct and check all the documents teachers' made because they also do not understand OBE. This is the problem. There are no professional quality controls. The government just asks us to design the curriculum based on the OBE, but they do not control it. So, I am not sure that the OBE curriculum works as what should be.

c. Lack of OBE guidelines

Participants also perceived the subpar implementation from the perspective of the lack of clear and detailed guidelines regarding OBE implementation. Participants consistently mentioned the lack of clear, detailed guidelines regarding OBE implementation as a significant barrier. This confusion is shared by lecturers and policymakers within universities, impeding the effective implementation of OBE. Baharji, a senior lecturer from a state university in East Java, noted, "Actually, it's still far from the expectation because the committee, those in charge of doing this, they don't know what they should do with the OBE curriculum. That's why we don't have the guidelines for doing this." Yulaika, from a private university in East Java, echoed this sentiment, stating, "There are no documents, and they weren't prepared in advance. The university did not create any documents for OBE. Maybe the university doesn't understand it, perhaps it's different for larger universities. I work at a medium-sized university."

Veli, a mid-lecturer from a private university in Surabaya, highlighted the complexity of navigating recent policy changes without clear guidelines:

> I take the OBE curriculum changes carefully as many things change recently and too many policies released by the government, which makes me worry what is the best way to implement this. I mean, are there any clear guidelines for this, and how can we do that? For this new curriculum? I could not find it the procedures for doing this curriculum. But I have to implement it because this is the policy from the government and university.

Participants also identified a significant gap in the implementation of OBE in their universities due to discrepancies between the guidelines provided by their universities and those given by workshop speakers. The guidelines from workshop speakers that they believed are government-issued and more accurate, but they are often unable to apply them in their universities. This discrepancy renders attending workshops somewhat useless, as the

knowledge gained cannot always be implemented on campus. Imelda, a mid-career lecturer at a private university in Bali, highlighted this issue: "Things get complicated. When I got the guideline from the speakers in the workshops, but it is different from what I get from my university. So for me, it is not clear which one the correct guideline is." This confusion over which guidelines to follow complicates the implementation of OBE.

Furthermore, participants also experienced a lack of detailed guidelines. They only received broad learning outcomes for undergraduate levels and a general understanding of OBE, without clear instructions on how to implement OBE in an English class. Baharji, stated, "They do not provide clear and detailed guidelines for teachers to teach English. Or at least they could give one example of teaching English using OBE. It seems easy, but the implementation is not as easy as they said when there is no guideline." Baharji's comments also highlight the impact of the lack of guidelines on teaching English in the classroom, making it extremely difficult to enact OBE effectively. Imelda supported this perception, saying, "Everything seems to be really simple and easy to understand, but then, when we have to actually use that understanding and the explanations given by the speaker and apply it in our classroom, everything becomes hard because there are no written guidelines." This highlights the lack of clear, detailed, and consistent guidelines significantly hinders the effective implementation of OBE in English classes, creating confusion and difficulty for lecturers.

d. University-industry disconnect

Participants discussed the inadequate implementation of OBE, pointing out the lack of a strong connection between universities and industry. They note that OBE principles aim to ensure that students are employable in the industry, necessitating a well-established and ongoing collaborative relationship between universities and industry from the outset.

For example, Lazzari, a senior lecturer from a private university in West Nusa Tenggara, observes:

> I have observed the Indonesian curriculum for quite a while, and OBE should not be just the imagination of academics but must rely on complex pieces. I didn't see an aggressive reaction from universities to this transition. Sorry to say that, but it's like we are detached from the current situation and dynamics of education in Indonesia. I know why this happens. This is because of internal problems in the Ministry of Education. So I think the central issue is how to connect the education in formal sectors like schools with universities. Otherwise, we cannot meet the needs of our users if we don't connect them.

Indriani, a senior lecturer from a state university in North Sumatra, emphasises the need for better networking. She states:

> The issue lies in poor networking because we need to establish connections not only with educational institutions but also with government entities and various other organisations. In implementing the OBE curriculum, we aim to have students apply what they have learned in the classroom to real-world situations. They take their classroom knowledge out into society, connect it to theoretical concepts, analyse societal problems, refer to relevant theories, propose solutions, engage in discussions, and elaborate on their findings. Up until now, I haven't been able to facilitate students in putting their learning into practice.

Additionally, participants express confusion about how to apply OBE in English language classes, particularly in terms of understanding which industries are relevant for English graduates. For instance, lecturers are unsure which specific industries need English language skills and how to prepare students to meet those industry requirements. For instance, Andra, from a private university in East Java, notes, "We know that English is important, but what specific industries are looking for English graduates? It's not clear to us, and we struggle to align our curriculum with industry needs." From a private university in Southeast Sulawesi, Ferdy adds, "There is a lack of clarity on how English skills translate into job opportunities. We need more concrete examples of industries that require English proficiency and how we can prepare our students for these roles."

e. Education system facilities

Participants perceive the poor implementation of OBE in Indonesia, including both physical and non-physical facilities. The basic physical facilities, referred to by participants as infrastructure, such as the transportation system, technology, communication network, water supply, and university systems, are still unstable and unevenly distributed across Indonesia. As identified by participants, non-physical facilities encompass human resources, including workshop presenters and lecturers.

> Our resources are lacking, including human resources. The technology isn't there yet, and when the curriculum specifies certain requirements, the infrastructure doesn't support them. Human resources don't support them either. What else can we expect? So, I think infrastructure, especially human resources, needs to be prepared before the curriculum starts because when human resources are at a level where they can acquire knowledge, any curriculum is easy to implement (Burhan).

> It's complicated. There is an imbalance in human resources and facilities across universities. There's a clear disparity in human resources and infrastructure. That's why I feel this... okay, OBE and Merdeka Belajar are good for large universities like the

State University of Surabaya, Gadjah Mada University, Bogor Agricultural Institute, and the State University of Malang, but not for smaller universities. It's a big problem, I think. Only big universities understand and can implement OBE, not smaller ones. You could see it from the speakers; they were also confused. I attended OBE workshops multiple times with different speakers, but even what they explained was different (Yulaika).

Furthermore, participants brought attention to an issue related to the inadequacy of the facilities provided to support the implementation of OBE—specifically, the absence of effective communication and information dissemination regarding OBE. Participants expressed dissatisfaction with the limited dissemination[18] of information by both the government and their universities. Desia from South Sumatra observes a lack of communication between the head of the study program and lecturers, indicating a disconnection that hampers efficient curriculum adoption. Indriani remarked, "The idea is awesome... but unfortunately, the socialisation[19] is zero." Nurkhasanah, added, "The problem is we are not informed about that."

5.2.2.2 Participants' perspectives on well-implemented OBE curriculum

Five participants contended that the implementation of OBE is good. They believe that OBE has been implemented as intended, both at the university level and within their specific study programs. As expressed by the two participants below:

Yeah, in my department, it really works, and that's good because I know... not just in my department, but for the whole university (Teti, a senior lecturer from a private university in South Kalimantan).

Assurance to manage and control the OBE curriculum. I think our quality assurance people are very strong. Their job is to actually, uh, learn stuff like this. Then they make manuals and seminars. So, we have special people assigned who are interested in the curriculum and everything. These people usually have common tasks. There are also lecturers from other faculties assigned to supervise us, to check the progress of our implementation in class, subject outlines—they check everything to help us implement it correctly, something like that. Usually, when the policy is introduced for the first time, it's the head of study programs who is invited. But after that, there are also several sessions for lecturers (Liam, a senior lecturer from a private university in Surabaya).

Participants also noted that the implementation of OBE is effective in certain areas within several universities. This observation is attributed to Indonesia's vast archipelagic nature,

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[18] In the Indonesian context, "dissemination" refers to the transfer of information from the designated individual who attends the workshop to other colleagues. The designated individual is typically the head of the study programs.

[19] "socialisation" in the Indonesian context means that the government introduces a new regulation, such as a new curriculum, either directly to universities or to the lecturers themselves.

which renders accessibility to facilities easier for universities located in Java compared to those situated outside of Java. As one participant expressed:

> Indonesia is a huge country, and then we have Java and regions outside of Java. When there is a change in the curriculum, Java is always the first to be accessible because it's close to the government. They have the facilities to conduct workshops, socialisation, and dissemination. I think the most successful implementation of OBE can be seen in Java. In some other areas, like West Papua, Papua, Sulawesi, and Maluku, there are places that still need more workshops or training on how to implement OBE. There are also huge differences in the facilities available to higher education institutions between state and private universities. There are significant differences in their human resources' capability to understand and implement the new policy from the government. So, I think, as Indonesia is very large, from Sabang to Merauke, there are some rural areas where we need to focus and train them on how to implement OBE. The government has also done a lot, like providing funding for study programs... there has been a lot of funding provided by the government to accelerate the implementation of the new curriculum. However, with around 4,000 higher education institutions, it's a big challenge to ensure that all these institutions successfully implement the new curriculum (Yadip, a senior lecturer from private university in Lampung).

5.2.2.3 Perspectives on satisfactory implementation of the OBE curriculum

One participant who described the implementation as moderate acknowledged that while certain aspects have seen success, others have had shortcomings. Their perspectives shed light on the implementation of the OBE approach, showcasing both aspects of success and challenges. "some..., some of it does, some of it doesn't work like that, like before, like in the documents", said Berthe, a senior lecturer from a state university in Yogyakarta.

5.3 Lecturers' understanding of OBE curriculum policy

This section examines the findings regarding lecturers' understanding of the OBE curriculum policy as noted by the Ministry of Education (MoE) (see 3.7.1). Two data collection methods were analysed: surveys and interviews.

5.3.1 Survey findings

5.3.1.1 Closed-ended survey findings

In regard to lecturers' understanding of OBE, a total of 632 participants were surveyed, and the findings suggest that lecturers in Indonesia generally have a clear understanding of OBE

but still need more information on certain aspects, such as the government's decision to implement it and the relationship between OBE, INQFs, and *Merdeka Belajar*.

Table 5.9 presents the survey findings that asked participants to rate their understanding of the OBE curriculum and their confidence in their ability to implement OBE. The results show that the majority of participants either somewhat agreed or strongly agreed with all three statements related to their understanding of the OBE curriculum, as well as with one statement about their confidence in their ability to implement it. However, there was still a significant number of participants who neither agreed nor disagreed with the statements, particularly for item 3.

Table 5.9 Lecturers' understanding of OBE curriculum policy

Items	n=	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1. I understand the OBE curriculum.	632	38 (6%)	88 (13.9%)	138 (21.8%)	266 (42.1%)	102 (16.1%)
2. I understand why OBE is used as the main curriculum in Indonesian universities	632	25 (4%)	73 (11.6%)	126 (19.9%)	284 (44.9%)	124 (19.6%)
3. I understand the connection between OBE, INQFs, and *Merdeka Belajar*.	632	49 (7.8%)	96 (15.2%)	147 (23.3%)	258 (40.8%)	82 (13%)

Note: n= indicates the number of survey respondents. The percentages in parentheses indicate the percentage of respondents who selected each option for each statement.

Table 5.10 shows participants' responses on two items related to their need for further explanation on OBE. The majority of participants either somewhat agreed or strongly agreed that they need more explanation on both items, with item 1 having a higher agreement percentage. However, a significant number of participants indicated that they neither agreed nor disagreed with the statements. Only a small percentage of participants strongly disagreed or somewhat disagreed with the need for further explanation.

Table 5.10 The need for further explanation of OBE curriculum policy

Items	n=	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1. I need more explanation of the government's decision to implement the OBE	632	22 (3.5%)	18 (2.8%)	80 (12.7%)	293 (46.4%)	227 (35.9%)
2. I need a more detailed explanation of the relationship between OBE, INQFs, and *Merdeka Belajar*.	632	18 (2.8%)	33 (5.2%)	66 (10.4%)	284 (44.9%)	107 (16.9%)

Note: n= indicates the number of survey respondents. The percentages in parentheses indicate the percentage of respondents who selected each option for each statement.

5.3.1.2   Open-ended findings

Based on the findings of the open-ended survey, participants' understanding of the OBE curriculum was classified into four distinct groups. These include participants with a comprehensive understanding, those with limited understanding, those with irrelevant responses, and those who did not offer any response. This categorisation is thoroughly presented in Table 5.11.

In the context of open-ended survey responses, data analysis reveals that participants offer responses that demonstrate a basic and general understanding of OBE, indicating a lack of deep comprehension. This is due to the nature of the responses, which are predominantly basic or general rather than detailed and thorough. Consequently, the criteria for classifying comprehensive understanding in open-ended responses differ from those used in interviews. In open-ended surveys, the term "comprehensive" is applied even to fundamentally basic and general responses, distinguishing it from the deeper understanding expected in interviews.

Table 5.11 Classification of understanding levels of OBE curriculum policy[20]

Classification level	*Description*
Comprehensive understanding	Participants demonstrate a basic or general understanding of OBE curriculum policy, which aligns closely with the official interpretation as noted by Indonesia's MoE. They are able to articulate this understanding effectively, indicating a solid understanding of general aspects of OBE.
Limited understanding	Participants demonstrate an awareness that OBE is part of the curriculum, which is consistent with the basic information noted by Indonesia's MoE. However, their understanding remains superficial, lacking depth about OBE's core principles and goals as outlined by the government. This results in their inability to articulate a detailed and accurate definition of OBE.
Irrelevant responses	Participants demonstrate responses that are not directly related to the topic, which may include unrelated information, off-topic explanations, or misunderstandings of the OBE curriculum policy.
No responses	Participants either do not respond to the survey questions or leave them blank.

Adapted from Mufanti et al., (2024)

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[20] The table aims to distinguish between participants' levels of understanding and the nature of their responses regarding the OBE curriculum defined by the Indonesian Ministry of Education.

The data quantifies the levels of understanding and engagement with the OBE curriculum among the surveyed lecturers (see Table 5.12). Specifically, 164 participants clearly understand its general or basic concepts. However, a significant number, 294 participants, show a limited understanding. Additionally, 174 participants gave no response.

Table 5.12 Lecturers' understanding of the OBE curriculum

Responses	Description	Total participants
General/ basic concepts of the OBE curriculum	a. Comprehensive understanding	164
	b. Limited understanding	102
	c. Irrelevant responses	49
	d. No responses	317
	Total responses	*632*

a. Comprehensive understanding

The survey responses from 164 participants indicate a comprehensive understanding of the OBE curriculum among them (refer to the appendix… for the participants' responses). They recognise OBE as a curriculum focused on learning outcomes, aiming to equip students with globally and industrially relevant skills (e.g., P1, P27, P32, P59, P65, P68, P86, P96, P142, P300). For example, two participants articulate, "OBE is education that is centred on outcomes, not just material to be completed. OBE measures learning outcomes and enables students to develop new skills that prepare them at a global level" (P1), and "Outcome-based education is about learning outcomes that prepare the students ready to work for global needs and based on the industry needs" (P300).

The participants who have a good understanding of the OBE recognised OBE curriculums as prioritising a learner-centred approach, focusing on specific and measurable outcomes (responses P86, P225, P229, P236, P279, P284, P383), as highlighted by a participant's emphasis on "innovative and interactive learning" (P86).

Building on this, the survey underscores the participants' perception of OBE as an education system that emphasises a clear idea of what students should know and be able to do upon leaving the school system. This understanding is evident in participants' responses (P81, P210, P263, P285, P286, P358, P367), with one participant stating, "OBE is an education system oriented towards directing learners to achieve certain competencies..." (P286). Another response encapsulates this understanding: "The form of all process teaching learning to

emphasise what students able to do, their skills and their knowledge to face the real world" (P210), indicating a good understanding of the OBE curriculum.

Finally, the participants also highlight OBE's focus on preparing students for real life, emphasising practical applications for real-world challenges and societal needs (as indicated in responses P41, P42, P56, P65, P81, P94, P157, P164, P170, P209, P215, P246, P254, P263). For instance, one participant describes it as "A study guide that prioritises the outcomes of providing education for real life, especially in the world of work" (P157). Another participant notes, "The curriculum provides students with learning experiences to gain the necessary knowledge and skills for real work challenges" (P94). These quotes demonstrate their understanding of OBE's practical focus and its aim to equip students for the challenges they will face in their professional and societal roles.

b. Limited understanding

The survey responses from 102 participants suggest a limited understanding of the OBE curriculum policy. Their responses, characterised by their brevity (often only one to five words), fail to capture the core ideas of OBE. Instead, they offer superficial or fragmented views of what OBE involves. The participants recognise OBE primarily as beneficial or as a set of teaching strategies focused on results, yet they do not demonstrate a deeper comprehension of its underlying principles or implementation processes. This reflects a limited grasp of the curriculum, showing awareness of OBE's existence but not its full scope or purpose, indicating a surface-level engagement with the concept rather than a substantive understanding. For example, some participants perceive OBE simply as a curriculum beneficial for students or as a necessary implementation in Indonesia, while others perceive it as a teaching strategy (e.g., P70, P72, P97, P134, P152, P169, P181, P273, P278). Illustratively, one participant describes OBE as "curriculum" (P70) and another as "the best technique" (P72).

Other participants view OBE as a concept focused on results and designed to help students make more progress, while some interpret it as embodying *Merdeka Belajar*, as reflected in responses from participants like P78, P94, P103, P154, P283, P294, P296, P307, and P398. For instance, two participants described OBE as "Freedom to learn" (P78) and "learning guidance focused on results" (P103).

The other participants express only a basic awareness that higher education in Indonesia currently uses the OBE curriculum, and they admit to needing more explanation about what

OBE actually involves (e.g., P104, P185, P250, P237, P246, P396, P454, P461). For example, four participants described their understanding and need for more guidance: "OBE is a learning core based on outcomes. Still need lots of guidance" (P237), "To help students learn English better, I need more explanation" (P396), "We know we use OBE, but we don't really understand what OBE is; the government should provide more explanation" (P400), and "OBE is the curriculum we use now, but it's still inadequate; we need more explanation" (P250).

c. Irrelevant responses

A total of 49 participants provided responses that were not relevant, such as "limited" (P111), "can be implemented if this is consistent" (P112), "more practice than theory" (P118), and "interesting" (P189).

d. No responses

The data reveals that 317 participants did not respond, possibly due to several factors. They might lack sufficient knowledge about or confidence in the OBE curriculum, leading to hesitation in articulating their thoughts. Additionally, they may not have understood the questions, or they might not have had the time to complete open-ended survey items. For example, participants numbered P200, P207, P211, P222, P247, P276, P281, and P290 did not provide responses.

5.3.2   Interviews findings

This section discusses the findings from interviews with lecturers regarding their understanding of the official interpretation of OBE as noted by the MoE. The lecturers' understanding is categorised into three groups as outlined in Table 5.13. This table provides a breakdown of the different categories and their respective characteristics. It categorises the participants based on their level of understanding or interpretation of the curriculum policy including the changes, connection between OBE, INQFs, and *Merdeka Belajar*, knowledge of the reasons for adopting the OBE curriculum, and familiarity with the basic principles of the OBE approach.

Table 5.13 Levels of understanding of OBE curriculum policy

Comprehensive understanding	Basic understanding	Divergent understanding
• Have an extensive understanding of the curriculum changes that have been implemented since 2012. • Can connect OBE, INQFs, and Merdeka Belajar effectively. • Possess comprehensive knowledge of the reasons behind Indonesia's adoption of the OBE curriculum for higher education. • Capable of defining in detail the principles of the OBE curriculum as officially introduced by the Indonesian government.	• Have some knowledge of the curriculum changes implemented since 2012. • Have some knowledge to connect OBE, INQFs, and Merdeka Belajar. • Have some knowledge of the reasons behind Indonesia's adoption of the OBE curriculum for higher education. • Provide some knowledge of the principles of the OBE curriculum as introduced by the Indonesian government.	• Have no understanding of the curriculum changes implemented since 2012. • Can not connect OBE, INQFs, and Merdeka Belajar. • Have limited understanding of the reasons behind Indonesia's adoption of the OBE curriculum for higher education. • Have no knowledge of the principles of the OBE as introduced by the Indonesian government.

The interview findings revealed that 5 out of 27 participants had a close understanding aligned with the official approach, while 16 participants had a basic understanding and 6 participants had a divergent interpretation, as depicted in Table 5.14.

Table 5.14 Lecturers' understanding of the OBE curriculum policy

Categories	Number of participants	Total coding
Comprehensive understanding	5	66
Basic understanding	16	146
Divergent understanding	6	52

a. Comprehensive understanding

Approximately 5 participants revealed that those who had a close understanding of OBE possessed a comprehensive knowledge of the curriculum changes implemented since 2012. Participants unanimously agreed that the government had introduced OBE as the approach for curriculum reform since 2012, with OBE serving as the descriptors for the INQFs. One of the participants, Raharjo, spoke in detail about the curriculum change process since 2012. He mentioned that the curriculum underwent revision in 2014, 2016, and 2020 with changes made to the assessment, outcomes and the system. He had a firm grasp of the steps involved in the curriculum change process, including designing outcomes involving "various stakeholders, such as English teachers, headmasters, industry leaders, and also alumni." Additionally, he

enlisted the help of experts who assisted him and his team of curriculum developers in understanding OBE, developing the outcomes, and determining the name of the subjects. Raharjo also emphasised that the process involved thoroughly reviewing the current curriculum, determining what needed to be changed or updated, developing new curriculum materials, and training lecturers on how to implement the changes effectively.

Another participant, Veli, provided insights into the curriculum change process in Indonesia's higher education since 2012. Her statement reveals her knowledge of the gradual changes in the curriculum, starting from the introduction of INQFs and OBE in 2012 to the development of OBE in 2016, and the emphasis of OBE and *Merdeka Belajar* in 2020. She recounted that the government introduced a curriculum for higher education or INQF-based curricula in 2012 and attempted to socialise this approach to all universities. It was only in 2015 that her department applied the INQF-based curriculum, which was later changed to the OBE-based curriculum. Veli expressed her concern about the frequent changes in policies and the lack of clear guidelines for implementing the new curriculum. She mentioned the new policy launched by the MoE in 2020, which emphasises the importance of OBE and *Merdeka Belajar*. She explained that since 2019, workshops and seminars hosted by several universities and representatives of the Education Ministry talked a lot about OBE. Veli highlighted the importance of the curriculum change process in analysing the graduates profiles and learning outcomes to create subjects that are related to the outcomes of learning and the graduate profiles. Veli stated that this process aims "to ensure that teaching and learning produce graduates who are well-prepared and able to work effectively in industries and corporations that meet their demands."

The participants in this category demonstrated a comprehensive understanding of the connections between OBE, INQFs, and *Merdeka Belajar*. They perceive that INQFs provide the framework, OBE is the approach to achieve the outcomes specified in INQFs, and *Merdeka Belajar* is the policy that supports the implementation of OBE in providing more flexibility to students in their learning journey. The participants recognise INQFs as the national framework that determines the level of education or mastery required upon completion of a certain educational level in Indonesia. It is perceived as providing a structure to understand the competencies, understanding, knowledge, attitudes, and responsibilities needed at different levels of education. As stated by Yadip "INQFs, it is the level to understand what level do we

need to produce or do we need to master once we finished in its level of education in Indonesia outcome-based education." Similarly, Veli said that INQFs is a framework.

In addition, OBE is understood as an approach that aligns with INQFs, as it focuses on achieving specific outcomes or competencies and emphasises the mastery of skills, competencies, and understanding in line with the qualifications outlined in INQFs. For example, Yadip commented that "the outcome, we need to achieve several competencies, understanding, knowledge as attitudes and also responsibilities in relation to those level of INQFs". Similarly, Veli remarked, "I considered OBE to be a type of curriculum. OBE is like the other curriculum, such as content-based and competence-based."

The data suggests that participants perceive *Merdeka Belajar* as a policy that supports the implementation of OBE and INQFs. They believe that *Merdeka Belajar* enables students to have more flexibility in choosing their preferred learning methods and mastering the skills and competencies outlined in INQFs. The participants also view *Merdeka Belajar* as an approach that enables students to learn in a theoretical university setting and through practical industry experiences. For example, Yadip stated that "OBE is supported by the policy of *Merdeka Belajar*, and Veli mentioned that "*Merdeka Belajar* tends to be more of a policy."

Moreover, the five participants who are categorised as having a close understanding of the OBE interpretation officially adopted by the Indonesian government were able to provide detailed explanations regarding the reasons behind the government's decision to adopt OBE as a curriculum approach. They shared similar views. They regarded OBE as a response to changing times and industry demands, with a focus on real-life context, application, and an outcomes-oriented approach. These lecturers understood OBE as a flexible and self-directed approach that aims to prepare graduates to be competent and qualified employees who are ready to work directly without additional training. They also viewed OBE as an opportunity for students to shape their own learning experiences and contribute to education and other sectors. For example, Baharji asserted that the purpose of OBE is to respond to "life changes," and therefore, "education must also change" by adopting an outcomes approach that offers students the ability to "do" after they graduate from the university. Other participants noted that the purpose of OBE is related to the "demands of the time," being "industry-oriented" (Berthe, Veli), and following "world trends" (Berthe). They highlighted the demands of the "industrial sector" to have "employers who are ready to work" and possess "sufficient skills" in order to "survive in real life", and meet "international requirements of skill standards"

(Raharjo). Furthermore, Yadip emphasised that the purpose of adopting OBE is to push universities to help students achieve outcomes that align with the INQF standards, so that "students can form" these outcomes after joining the program.

Finally, the five participants who were considered to have a close understanding could provide a clear definition of the OBE concepts implemented in Indonesia. All participants in this category acknowledged the significance of comprehending what students are expected to learn and the skills they should acquire. The participants also recognised the importance of understanding what students are expected to know and be able to do, and the need for students to apply what they have learned in real-world settings outside of the classroom, which is the fundamental principle of OBE. They shared the idea that the OBE curriculum is what students are expected to know and be able to do. For instance, Berthe (Yogyakarta) asserted that OBE is "an idea of what students are expected to know and be able to do" and creates a "teacher-student interaction in the classroom environment" to help students "understand and apply outside of the classroom." Similar statements were made by Baharji (East Java), who added that he was aware that everything in the teaching process should be based on OBE because "the curriculum has been changed into what we call OBE" as "the government regulation now mandates that the curriculum should be outcome-based."

A participant from Lampung, Yadip, even demonstrated very good interpretations corresponding to the OBE approach and correctly could identify about the aspects of knowledge, skills and attitudes are the main focus of OBE that need to be established in order to achieve the graduate profiles. He also could relate the outcomes designed should fill the gap between what the industry needs from graduates and what universities produce. Here is what he said:

> OBE focuses on what students can do after completing a program. It emphasises the knowledge, skills, and attitudes that students should develop through the education process. So, I think the OBE curriculum aims to bridge the gap between what society or industry needs from university graduates and how we can achieve the desired graduate profiles in higher education.

During the interviews, all participants who had close perceptions emphasised that the core of the OBE curriculum is equipping students with the necessary skills required by the industry and end-users. They also stressed that the OBE approach should enable students to demonstrate certain competencies at the end of each subject. Raharjo specifically noted that the key concept of OBE developed in Indonesia follows the global trend in education, with a focus on

economic, social and cultural aspects. As he stated, "The global trend in education is moving towards addressing economic, social, and cultural aspects, which OBE is the curriculum approach and Indonesia has developed it using this curriculum."

Besides, Raharjo emphasises that the OBE curriculum shares the same goals as the previous curriculum, but what sets it apart is the need to align student outcomes with the INQF as a minimum standard to ensure coherence and relevance in the skills and abilities taught. This alignment ensures coherence and relevance in the skills and abilities taught. As Raharjo explains, "The main concept remains the same with the old curriculum, but with this curriculum, it's important to align with the national framework as the foundation to ensure the outcomes are relevant to the workforce."

Figure 5.3 illustrates lecturers' comprehensive understanding of OBE curriculum policy. Participants with a comprehensive understanding demonstrate a clear knowledge of curriculum changes (see C1), the connections between OBE, INQFs and *Merdeka Belajar* (see C2), the purpose of adopting OBE (see C3), and the principles underpinning OBE (see C4). In terms of curriculum changes, the participants could precisely mention that OBE has been implemented since 2012 along with the introduction of INQFs. They further mentioned that revisions were made three times in 2004, 2016 and 2020. They were also aware that designing outcomes necessitates input from relevant stakeholders. Regarding the connection between OBE, INQFs, and *Merdeka Belajar*, participants recognised that INQFs served as the framework for education levels, with OBE serving as the approach to achieving INQFs outcomes. *Merdeka Belajar* was perceived as a policy supporting OBE implementation and offering flexibility to students in their learning journey. Exploring the purpose of adopting OBE, six key themes emerged (see Box 3). These included adapting to changing times, meeting industry demands, providing a real-life learning context, fostering educational flexibility, and aligning with international skill standards. Achieving INQFs standards served as a driving force for OBE adoption. Finally, the examination of OBE principles revealed five key findings (see Box 4), highlighting the focus on student learning outcomes and skills acquisition

Figure 5.3 Lecturers' comprehensive understanding of OBE curriculum policy

Participants' key understandings

Criteria

Comprehensive Understanding

C1
Clear understanding of curriculum changes

1
- OBE was introduced in 2012 when the first time INQFs was also introduced .
- Revisions made in 2014, 2016, and 2020
- Designing outcomes with input from various stakeholders

C2
Clear understanding of connection between OBE, INQFs, and *Merdeka Belajar*

2
OBE Approach

Aligns to

INQFs

Policy that support

Merdeka Belajar Policy

C3.
Clear understanding of the purpose of adopting the OBE

3
- Changing times
- Industry demands.
- Real-life context
- Flexibility in learning
- International requirements of skill standards
- INQFs standards achievements

C4
Clear understanding of the principles underpinning the OBE concept

4
- What students are expected to know and be able to do.
- What students are expected to learn and the skills they should acquire.
- About the aspects of knowledge, skills and attitudes are the focus of OBE that need to be established to achieve the graduate profiles.
- Equipping students with the necessary skills required by the industry and end-users.
- Certain competencies at the end of each course with a focus on economic, social, and cultural aspects

b. Basic understanding

Based on the data, 16 participants were identified in the basic category. They understand the curriculum changes since 2012, such as being familiar with the introduction of terms such as OBE, INQFs, and *Merdeka Belajar* in the curriculum changes, although they are not entirely clear about the order of these three curricula. Essentially, they only knew that new terms suddenly appeared during the curriculum changes in higher education starting in 2012. Deny's statement is an example of this.

In 2012, the introduction of INQF was a significant step forward. It's closely related to OBE. We then adopted OBE, followed by *Merdeka Belajar*. If I recall correctly, around 2014/2015, we received guidelines from the government on curriculum development. Or how to say it because these are not detailed guidelines. Perhaps this is general information or book of regulation. Anyway I am not sure how to say that. By 2017, even without specific guidelines for teachers, we were still adjusting the curriculum. The government provided guidelines in 2012 to recognise OBE, and further guidelines for higher education curriculum were issued in 2018. The latest developments in 2020 emphasised the need to align curriculum development with OBE and its implementation. However, I'm still not entirely sure and feel I need a better understanding.

Imelda, Indriani, and Ferdy acknowledge the changes in the curriculum over time, including the introduction of OBE, INQFs, and *Merdeka Belajar*. However, their understanding is limited as they interpret the three concepts as connected to the curriculum approach and consider the new curriculum as a replacement for the previous one. Indriani states, "I know that there are INQFs. Actually, INQFs is really similar to the *Merdeka Belajar* curriculum in that point of view. But then OBE comes to replace the INQFs. So, the first is INQFs curriculum, then changed with OBE curriculum." This indicates a lack of understanding of the interconnectedness of these concepts. These three participants hold the belief that INQFs were replaced by the OBE curriculum and that *Merdeka Belajar* shares similarities with INQFs.

Furthermore, the data suggests that Imelda claimed her university applied different curricula approaches to different semesters of students. For example, in the last year, Semester 6 and 7 students used INQFs curriculum, while Semester 1 and 3 students used OBE curriculum. In the new semester, there is a combination of OBE and *Merdeka Belajar* curriculum. Imelda also mentioned that in Semester 5, students can choose programs outside of the regular curriculum, and two curricula are being applied at their university – INQFs and OBE. However, Imelda's statement seems to be somewhat confusing and lacks clarity. She says, "I think we're moving forward with the INQF curriculum. We've completed that phase, and now we're transitioning to the *Merdeka* curriculum, or OBE. Starting from Semester 5, I believe students can begin using the *Merdeka* curriculum or OBE curriculum." This indicates a need for further clarification and verification of the curricular implementation at Imelda's university.

In order to gauge the participants' perception of the curriculum changes since 2012, they were also asked about their understanding of the connection between OBE, INQFs, and *Merdeka Belajar* to assess how closely their perceptions align with the official interpretation of OBE by the government. The interview findings are consistent with the survey results, in that many

participants expressed the need for further explanation from policymakers in the government regarding this matter.

According to their understanding, they develop learning materials based on the competencies outlined in the INQFs, and OBE is seen as an approach that shapes the curriculum. However, these lecturers may struggle to fully grasp how these three ideas work together. In fact, some lecturers in this category perceive *Merdeka Belajar* as a new curriculum approach that is currently being discussed and considered for implementation in 2024. They believe that *Merdeka Belajar* will replace INQFs and OBE as the curriculum approach. This perspective is reflected in the statement made by Aryin, who mentioned that *Merdeka Belajar* will replace OBE according to the final decision of the national curriculum in 2024.

Furthermore, other participants in this category understand that all three concepts, OBE, INQFs, and *Merdeka Belajar*, are interconnected curricula, but they have an unclear understanding of how to properly connect them. Yulaika stated, "All of them are curriculum, but they are different curricula. *Merdeka Belajar* is essentially the implementation of the INQF curriculum, where outcomes are integrated. Yes, it must be interconnected, but how to connect them, I don't know, I really don't know."

Similarly, Imelda expressed her understanding by saying, "My understanding is that qualification is on the level, and then OBE is the method to do something in order to achieve the decided level, and *Merdeka Belajar* is another process that has the same objective as OBE and is part of the same process."

The 16 participants in this category gave general responses about the purposes of Indonesia's adoption of the OBE curriculum for higher education, without specifying specific and fundamental purposes. They mentioned improving the quality of education as an example. For instance, Aryin mentions that "the goal of the government is for the quality of education." Another example is a statement made by Asyam, who acknowledges that OBE aims to accommodate universities with the workplace, but struggles to provide further explanation of what that statement entails. When asked about the context of accommodation and workplace in relation to OBE adoption, Asyam is unable to elaborate further or provide examples to support his statement. Similar issues are demonstrated with other participants who have a basic understanding, as they also only mention general ideas like "prepare the graduate" (Fitrah), "to

have a student not only understand with the theory" (Herny), and "to face globalisation" (Yulaika).

Although some participants did not elaborate on the reasons behind the adoption of OBE in the Indonesian curriculum, those in this category were able to connect OBE with industrial demands. For example, Raimond from Kolaka stated, "The industrial sector wants to have employees who are ready to work, you know, so they have sufficient skill." Similarly, Nurhasanah from Jakarta explained that "we need to fulfil the need of the industry, and one way to do so is by using outcome-based education." Burhan from Riau emphasised the importance of "preparing students to be work-ready." Lazzari from NTB added that adopting the OBE curriculum aims to make students "a part of the industry."

The data also demonstrates how 16 participants in this category perceive the definition of the OBE curriculum as introduced by the Indonesian government. They perceive that OBE focuses on producing employable graduates with the necessary skills to succeed in the workforce. For example, Indriani, a participant from Medan, remarked that OBE covers all aspects of education and seeks to produce graduates "to be used in the world of work, … and, our graduates can be accepted or can be used by the users later". Other participants, like Liam from East Java and Deny from Jambi, suggested that OBE should enable students to acquire the knowledge and skills necessary to navigate real-life situations, prioritising the students' needs. Deny added that the characteristics of OBE curriculum involve creating a subject that prepares students to find future jobs based on their competence that focuses on emotional rather than cognitive, stating that:

> OBE means curriculum. I understand what OBE is, but I am not sure. I think OBE is the concept to develop a curriculum based on what students will really face in the real world. I think OBE emphasises more on emotional development rather than cognitive growth.

Moreover, there was a consensus among the participants in this category that OBE requires students to produce something at the end of the class. Rina from Central Java highlighted the importance of producing products at the end of the class to demonstrate the concept of OBE. Similarly, other participants from different provinces, such as Sofas from Banten, Herny from West Papua, Fitrah, and Yulaika from East Java, shared the same perception. Additionally, participants in this category discussed the benefits of OBE for Indonesia's education system rather than defining the OBE concepts. they demonstrated a general understanding of the OBE

concepts, such as designing the curriculum and materials by considering industry-relevant skills and competencies. For example, Asyam from South Sulawesi emphasised that the curriculum, including the materials and assessment, is designed to meet industry needs. Deny from Jambi perceived OBE as "a curriculum approach that aims to meet the future professional field's requirements by designing the curriculum accordingly."

Eight participants in this category admitted their limitations in understanding the concepts of OBE in comprehensive. For example, Andra from East Java admitted that his understanding is "still partial and not fully developed yet." Deny from Jambi shared, "I'm not completely confident; I still have some doubts, but overall, I think I understand what OBE means." Imelda from Bali described her understanding of OBE as "still unclear."

This diagram summarises the key findings and points discussed in the text, focusing on the basic interpretation category and the participants' understanding of this category. There are four criteria used to assess the level of knowledge in the basic interpretation category: curriculum changes (see C1), the connection between OBE, INQFs, and *Merdeka Belajar* (see C2), the purpose of adopting OBE (see C3), and the principles underlying OBE (see C4). The diagram highlights six important findings related to the interpretation of curriculum changes (see Box 1), two important findings regarding the connection between OBE, INQFs, and *Merdeka Belajar* (refer to Box 2), three important findings regarding the purpose of adopting OBE (see Box 3), and three important findings related to the principles underlying OBE (see Box 4). These findings contribute to the participants' understanding falling within the basic understanding level.

Figure 5.4 Lecturers' basic understanding of OBE curriculum policy

Participants' key understandings

Criteria

Basic Understanding

C1
Some knowledge of Curriculum changes

C2
Some knowledge of connection between OBE, INQFs, and *Merdeka Belajar*

C3
Some knowledge of the Purpose of Adopting OBE

C4
Some knowledge of the principles underpinning OBE

1
- Familiar with OBE, INQFs, and *Merdeka Belajar* during the changes.
- Limited understanding of the order and interrelation.
- Confusion regarding curricular implementation at universities.
- Need further clarification from government.
- International requirements of skill standards.
- INQFs standards achievements.

2
- Perceive *Merdeka Belajar* as a new curriculum approach
- Unclear understanding of how to connect INQFs. OBE, and FoL
- Merdeka Belajar was perceived as a replacement for NQFs and OBE

3
- General understanding of improving the quality of education.
- Some difficulty elaborating on specific purposes.
- Connection of OBE with industrial demands.

4
- Focus on producing employable graduates.
- Emphasis on acquiring real-life skills.
- Consensus on producing something as the end of course.

c. Divergent understanding

This study identifies a discrepancy between the six lecturers' understanding and the official interpretation of OBE noted by the MoE. These participants offer different perspectives on the OBE curriculum policy. When questioned about their experiences with curriculum changes in Indonesian universities since 2012, all reported a lack of knowledge and awareness of these changes. Although four lecturers in this group acknowledged being familiar with curriculum policies such as OBE, INQFs, and *Merdeka Belajar*, they lacked clarity on how these curricula were introduced, developed and implemented in Indonesia. Additionally, while OBE and *Merdeka Belajar* were recognised as current topics among lecturers, they were unsure how and when these policies were integrated into Indonesia's higher education.

It is concerning that these lecturers did not know that there was a significant reformation happening in higher education in Indonesia regarding the curriculum. The reasons behind their lack of understanding and awareness are disinterest, ignoring, and minimal knowledge. For example, Burhan's response suggests that he does not care about the changes in the curriculum, as he stated, "I did not really care about the changing curriculum." He believed that he could continue teaching without knowing what curriculum was being used by the government or the university, as he said, "I think I can continue my teaching without knowing what curriculum being used by the government or this university."

Another lecturer named Crist mentioned that he had not thoroughly understood the changes in the higher education curriculum since 2012. He cited his lack of interest and limited time to keep up with the curriculum developments and learn the new curriculum as reasons for this: "I am not interested to learn it much and I do not have time." However, this did not mean he did not care about the curriculum. He emphasised that he cared about the changes in the curriculum and taught well according to the curriculum, even if he did not know the name of the curriculum being used. In his own words, "I care with the curriculum being used…I personally just try to perform my best without concerning too much on which type of curriculum." Furthermore, he added that he personally did not prioritise the curriculum and may not have much information about changes, as he said, "I personally don't put the curriculum at the first place," but he assured that he taught very well.

One example of a lecturer who expressed a lack of information regarding curriculum changes in Indonesia's higher education is Yunia from Aceh. She stated, "Since 2012, I haven't received much information about changes in the curriculum. I just recently learned about OBE and Merdeka Belajar." From Yunia's statement, it is clear that she lacks information about the curriculum changes and has only heard that the OBE and *Merdeka Belajar* curriculums are currently being used.

When it comes to connecting OBE, INQFs, and *Merdeka Belajar*, the six lecturers encountered challenges and displayed a limited understanding of their interrelation. They struggled to demonstrate a clear understanding or generate cohesive ideas about how these policies are interconnected. They find it challenging to explain the connections between these policies, as Crist expressed, "I personally do not have much understanding." There was also Desia who apologised for forgetting, Teti who found it difficult and had no ideas, and Yunia who honestly admitted to not thinking about it.

Some lecturers who attempted to explain the connection between OBE, INQFs, and *Merdeka Belajar* perceive these policies as separate entities without clear links. As stated by Dwane, INQFs focus on theory, while OBE encompasses both theory and practice. Furthermore, these lecturers fail to explain how *Merdeka Belajar* fits into these two policies.

When exploring the purpose behind the government's adoption of OBE, the analysis of six participants with divergent understanding reveals that some of them had a narrow understanding, leading to a narrow comprehension of the broader objectives of OBE. They provided very limited explanations and lacked detail, while others claimed to be uncertain about the exact purposes. For instance, Dwane expressed that the purpose of OBE is "to connect the teaching with technology", while Teti honestly stated, "I don't really focus on curriculum changes...I don't care so much." Teti further mentioned, "To improve education for future generations and enhance human resource development, the curriculum needs to be changed."

When examining the participants' understanding of OBE concepts, it becomes evident that the understanding of these six lecturers diverges significantly from the government's interpretations. Dwane, for instance, asserts that OBE primarily revolves around technology. Elaborating on her viewpoint, she explains that technology must be incorporated into teaching, including subject design, for those adopting the OBE approach.

Moreover, the survey results indicated that lecturers desired further clarification on the OBE curriculum. This sentiment was further reinforced during the interviews, where similar concerns were voiced, with several lecturers expressing the need for more detailed information on OBE and its integration into the teaching and learning process. For example, Teti from South Kalimantan admits, "I still need more understandings," while Yunia from Aceh confesses, "I'm not very familiar, but just one clue I got from Google." Similarly, Desia states, "I think I understand the concept of OBE, but I need more information from my university to fully understand it."

Additionally, two lecturers, Burhan from Riau and Crist from Maluku, reiterate their limited engagement with the new curriculum. Despite their lack of comprehensive understanding of OBE, they believe their teaching is of high quality and perceive it as aligned with the OBE curriculum. Crist emphasises this point by stating, "As I mentioned before, I don't closely follow every curriculum that comes to Indonesia, but I believe I teach very effectively to help students succeed in their studies."

Figure 5.5 presents the divergent understanding of the six lecturers, emphasising their lack of knowledge, limited understanding, disinterest, or minimal involvement with the implementation of the OBE curriculum in higher education in Indonesia (refer to Box 5). It showcases their interpretations regarding curriculum changes (see Box C1 & 1), the interrelation between OBE, INQFs, and *Merdeka Belajar* (see Box C2 & 2), as well as their varied interpretations of the purposes (see Box C3 & 3) and principles of OBE (see Box C4 & 4).

Figure 5.5 Lecturers' divergent understanding of OBE as the curriculum approach
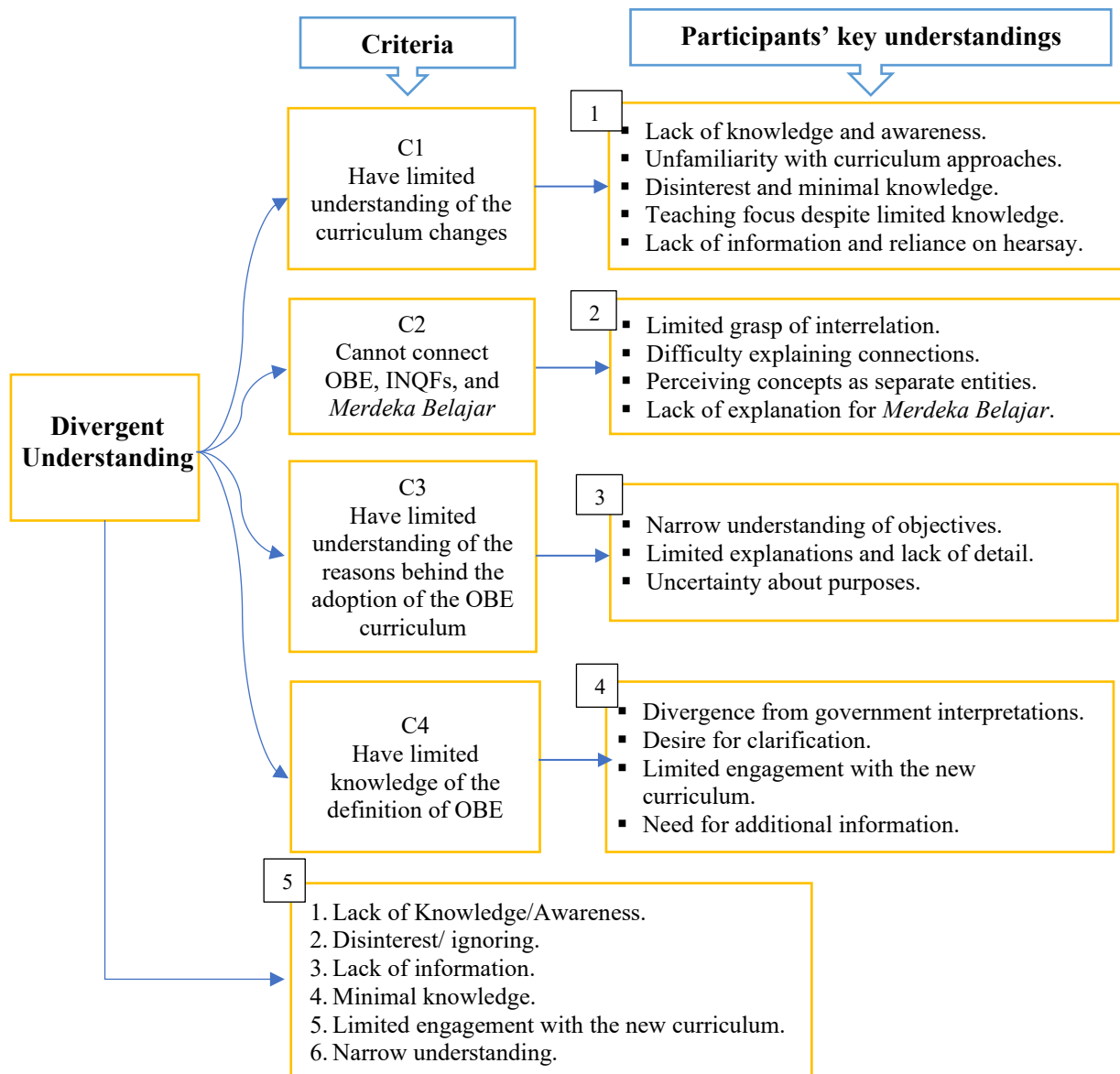
5.4 Perceptions of OBE by region, university type, work experience and role

The analysis of participants' perceptions of OBE across different regions, university types, work experience levels, and roles provides insightful data on how lecturers perceive and respond to the curriculum policy. The responses of participating lecturers to OBE can be organised into two categories – effectiveness and suitability. Each theme is further subdivided into specific categories, providing a focused and comprehensive examination of the insights derived from the interviews, as detailed in Table 5.15.

Table 5.15 Perceptions of OBE by region, university type, work experience and role

Classification	Attributes	n	Effectiveness			Suitability		
			(a)	(b)	(c)	(d)	(e)	(f)
Region	Java	11	2 (18.18%)	1 (9.09%)	8 (72.73%)	3 (27.27%)	8 (72.73%)	0 (0%)
	Kalimantan	2	1 (50%)	0 (0%)	1 (50%)	1 (50%)	1 (50%)	0 (0%)
	Maluku & Papua	2	0 (0%)	0 (0%)	2 (100%)	1 (50%)	0 (0%)	1 (50%)
	Nusa Tenggara & Bali	2	0 (0%)	0 (0%)	2 (100%)	1 (50%)	1 (50%)	0 (0%)
	Sulawesi	3	1 (33.33%)	0 (0%)	2 (66.67%)	2 (66.67%)	1 (33.33%)	0 (0%)
	Sumatra	7	1 (14.29%)	0 (0%)	6 (85.71%)	2 (28.57%)	5 (71.43%)	0 (0%)
University type	State-MoE	9	1 (11.11%)	0 (0%)	8 (88.89%)	2 (22.22%)	6 (66.67%)	1 (11.11%)
	Private-MoE	15	4 26.67%	0 (0%)	11 (73.33%)	8 (53.33%)	7 (46.67%)	0 (0%)
	State-MoRA	2	0 (0%)	1 (50%)	1 (50%)	0 (0%)	2 (100%)	0 (0%)
	Private-MoRA	1	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1 (100%)	0 (0%)
Work experience	1–5 years	1	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1 (100%)	0 (0%)
	6–10 years	10	2 (20%)	0 (0%)	8 (80%)	5 (50%)	5 (50%)	0 (0%)
	11-15 years	5	1 (20%)	0 (0%)	4 (80%)	2 (40%)	2 (40%)	1 (20%)
	16-20 years	6	1 (16.67%)	0 (0%)	5 (83.33%)	2 (33.33%)	4 (66.67%)	0 (0%)
	≥ 21 years	5	1 (20%)	1 (20%)	3 (60%)	1 (20%)	4 (80%)	0 (0%)
Role	Lecturers	12	2 (16.67%)	0 (0%)	10 (83.33%)	4 (33.33%)	7 (58.33%)	1 (8.33%)
	Head of study program	12	2 (16.67%)	0 (0%)	10 (83.33%)	5 (41.67%)	7 (58.33%)	0 (0%)
	National Curriculum Developer	3	1 (33.33%)	1 (33.33%)	1 (33.33%)	1 (33.33%)	2 (66.67%)	0 (0%)

Note:

- *The colour scheme indicates the number of interview participants coded in each category; no colour implies no coding found, light yellow suggests limited coding, progressing to orange representing more coding, and finally, red signifies a higher amount of coding found.*
- *(a) Extremely effective; (b) Satisfactory effective; (c) Ineffective; (d) Unqualified endorsement; (e) Qualified endorsement; (f) Felt Apathy.*
- *State-MoE refers to state university under Ministry of Education; Private-MoE refers to private university under Ministry of Education; State-MoRA refers to state university under Ministry of Religious Affairs; Private-MoRA refers to private university under Ministry of Religious Affairs*

a. Region

The majority of the interview participants in this study are from Java (11 out of 27). So, their perceptions dominate the findings of this study. Normalising the data in terms of percentages rather than absolute numbers should be considered to mitigate the influence of skewed regional data. This allows for a more equitable comparison across regions.

The findings suggest that the trend towards viewing OBE curriculum as ineffective and offering qualified endorsements is consistent across the six major regions in Indonesia. It indicates that the region where lecturers live does not influence how they perceive the OBE curriculum policy.

From the data, it is clear that the perceptions of OBE's ineffectiveness are majorly high in regions like Java and Sumatra, where at least 72.73% and 85.71% of participants, respectively, deemed it ineffective. In Maluku and Papua and Nusa Tenggara and Bali, 100% of participants stated that the OBE curriculum is ineffective. This means that in regions where 100% of participants found it ineffective, no participants considered it either extremely effective or satisfactory effective. Among all 27 participants, one participant from Java stated that the implementation of the OBE curriculum was satisfactory effective.

Similarly, the suitability of the OBE curriculum, as reflected through lecturers' endorsements, provides similar findings across different regions. In the six regions included in this study, two regions, Java and Sumatra, with percentages of 72.73% and 71.43%, respectively, indicated a qualified endorsement. In contrast, 66.67% of participants indicated an unqualified endorsement in Sulawesi. In two regions, Kalimantan and Nusa Tenggara and Bali, 50% of participants indicated an unqualified endorsement and 50% indicated a qualified endorsement. One region, Maluku and Papua, had 50% of participants feeling apathy towards the policy

implementation of the curriculum, and 50% of participants indicated an unqualified endorsement.

b. Types of university

From the findings, the predominant trends of perceived ineffectiveness and qualified endorsement of the OBE curriculum are consistent across different types of universities. It appears that the type of university does not significantly influence how lecturers perceive the effectiveness of the OBE implementation and the acceptance of the OBE curriculum. This means there is no substantial difference in how lecturers perceive the effectiveness of the OBE implementation and acceptance of the OBE curriculum regardless of whether they teach at State-MoE, Private-MoE, State-MoRA, or Private-MoRA universities.

The data shows that the majority of participants from four types of universities—State-MoE, Private-MoE, State-MoRA, and Private-MoRA—perceive the implementation of the OBE curriculum as ineffective, with 88.89%, 73.33%, 50%, and 50% respectively. Despite this general trend, participants from State-MoE (11.11%) and Private-MoE (26.67%) universities perceive the OBE curriculum as extremely effective. However, no participants from State-MoRA and Private-MoRA universities considered the curriculum extremely effective. Additionally, only one participant from State-MoRA perceived the OBE curriculum as satisfactory effective.

Regarding suitability, there is a slight difference in the findings compared to perceptions of effectiveness. Participants from State-MoE universities predominantly provided qualified endorsements, with 66.67% expressing cautious acceptance of the curriculum's suitability. In contrast, a majority of participants from Private-MoE universities (53.33%) offered unqualified endorsements, indicating strong support without reservations. However, 46.67% of participants from Private-MoE universities still provided qualified endorsements, showing some reservations. For participants from MoRA-affiliated universities, both state and private, 100% provided qualified endorsements. This indicates that while lecturers recognise the value of the curriculum, they also have significant conditions for its acceptance.

c. Work experience

Despite having only one participant in the 1-5 years range and ten participants in the 6-10 years range, the study shows a fairly even distribution of participants across different work

experience categories, with an average of 5-6 participants in the 6-10 years, 11-15 years, and 16-20 years ranges. The finding indicates that work experience influences the perception of the OBE curriculum's suitability, with more experienced lecturers tending to offer qualified endorsements. The trend suggests that with increased work experience, lecturers are more likely to see the value in the OBE curriculum but also recognise its limitations and express significant considerations

The majority of participants in each work experience category find the OBE curriculum ineffective, indicating widespread dissatisfaction. However, each group has small proportions, particularly among those with 6–10, 11–15, and ≥ 21 years of experience, who perceive the curriculum as extremely effective. Participants with over 21 years of experience exhibit the most diverse opinions, with some recognising the curriculum as satisfactory effective.

Regarding the suitability of the OBE curriculum, participants with 1-5 years of work experience show 100% qualified endorsement. Those with 6–10 years of experience exhibit an equal split between unqualified and qualified endorsements, reflecting both strong support and cautious acceptance. Participants with 11–15 years of experience show a mix of unqualified and qualified endorsements with some ambivalence, indicating varied perceptions within this group. For those with 16–20 years of experience, there are predominantly qualified endorsements, indicating cautious acceptance. Participants with ≥ 21 years of experience display a high level of qualified endorsements, suggesting that most experienced lecturers view the curriculum favourably but with significant considerations.

d. Role

The study suggests that while there is a general trend of dissatisfaction with the OBE curriculum's effectiveness among lecturers and heads of study programs/faculties, National Curriculum Developers have a more positive view. However, all roles show qualified endorsements of the curriculum's suitability as the most common response.

Among lecturers, a significant 83.33% found the OBE curriculum ineffective, highlighting a high level of dissatisfaction. Only 16.67% rated it as extremely effective, and none found it satisfactory effective. Heads of study program/Faculty mirrored this dissatisfaction, with 83.33% also finding the curriculum ineffective and 16.67% considering it extremely effective. In contrast, national curriculum developers presented a more varied view, with 33.33% each finding the curriculum extremely effective, satisfactory effective, and ineffective. This

diversity of opinions among national curriculum developers suggests a more balanced perspective on the OBE curriculum's effectiveness.

Regarding the suitability of the OBE curriculum, 58.33% of lecturers provided a qualified endorsement, indicating a general acceptance with some conditions. Additionally, 33.33% gave an unqualified endorsement, while 8.33% felt apathy. Heads of study program/Faculty showed similar trends, with 58.33% offering a qualified endorsement, 41.67% an unqualified endorsement, and no ambivalence. National curriculum developers, however, leaned more towards a qualified endorsement, with 66.67% indicating acceptance with some reservations, while 33.33% offered an unqualified endorsement and none felt apathy. These findings suggest that while there is a general acceptance of the OBE curriculum across different roles, the level of endorsement varies, with national curriculum developers showing a slightly higher tendency for qualified endorsements.

5.5 Chapter summary

This section examines lecturers' perceptions of OBE curriculum requirements, focusing on their perceptions regarding its suitability, standard of implementation, and understanding of the OBE curriculum policy. A total of 632 participants responded to the survey, and 27 participants were interviewed.

Survey results reveal that most lecturers view the OBE curriculum as suitable for use in universities, believing it aligns effectively with higher education needs in Indonesia. This positive perception was echoed by most interviewees, who expressed support for OBE's appropriateness, though some participants had reservations in their endorsement.

Regarding the standard of OBE implementation, feedback highlighted varying perspectives. The close-ended survey results suggest that the implementation is viewed as fair or satisfactory. Still, open-ended survey responses and interview data revealed concerns about the quality of implementation. Many participants expressed that OBE is not being effectively executed, indicating issues in the practical application of the curriculum despite its perceived suitability.

Concerning the understanding of the OBE curriculum policy, the findings suggest that lecturers in Indonesia generally have a clear understanding of OBE, although there is a recognised need for more comprehensive information about this curriculum approach. Open-ended responses

revealed that many participants' understanding remains surface-level and lacks depth. Interviews further clarified this by highlighting varying levels of understanding among participants. Some participants demonstrated a comprehensive understanding of the curriculum changes since 2012, effectively connecting OBE, INQFs, and Merdeka Belajar, understanding the reasons behind Indonesia's adoption of OBE, and understanding the principles of OBE. However, a larger group exhibited only a basic understanding and were aware of the curriculum's general principles but not its intricate details. A smaller portion of participants displayed a divergent understanding, lacking clarity in various key aspects, including integrating OBE with broader educational reforms.

The study presents a complex picture of participants' perceptions and understanding of the OBE curriculum. While there is a general consensus on the curriculum's suitability, concerns about the standard of its implementation persist. Additionally, while many participants are familiar with the basic concepts of OBE, a detailed and thorough understanding is less prevalent. The next section will address research question 3, exploring how English lecturers enact the OBE curriculum in classrooms.

CHAPTER 6. ENACTMENTS OF THE OBE CURRICULUM IN CLASSROOMS

This chapter presents the findings regarding the second research question: How do ELT lecturers implement the requirements of the OBE curriculum? The interview data are analysed to address this question, and the results are presented in two sections. Section 6.1 discusses how ELT lecturers design subject outlines based on OBE principles. Additionally, Section 6.2 highlights how ELT lecturers enact these OBE-driven subject outlines in classroom practice.

6.1 Designing OBE-driven subject outlines

This section scrutinised the aspects that participants consider when developing OBE-based subject outlines, including the components included in these outlines. The aspects that will be examined from participants are four crucial aspects in the teaching process: constructing learning outcomes (LOs), selecting materials, structuring teaching strategies, and designing assessments, including rubrics. To answer this research question, interview data were collected to understand the process of designing the four aspects within the subject outlines. Supplementary documentation of lecturers' unit outlines was also gathered to examine the components included in the subject outlines. Before presenting the data, this section will provide an overview of subject outlines in the context of Indonesia.

6.1.1 Overview of subject outlines

In the higher education system in Indonesia, subject outlines serve as essential guidelines developed by ELT lecturers to plan their teaching for a single semester. These subject outlines are typically submitted to the faculties of education in their respective universities. In universities that have Departments of Teaching Development, the faculty may then submit the subject outlines to the university administration or retain them for administrative purposes, including evaluation by the university's quality assurance group (this is contingent upon the regulations of each university). Following this, Higher Education Service Institutes, operating under government authority, assume the responsibility of assessing the subject outlines through two primary ways.

The first way involves the lecturer certification program[21]. The certification program is the issuance of educator certificates to university lecturers. It aims to elevate the standard of national education and elevate the well-being of lecturers by motivating them to consistently enhance their professional competence. So, when lecturers are deemed eligible for professional certification as lecturers, they receive supplementary financial incentives from the government. To qualify for these additional financial benefits, lecturers are evaluated every semester by submitting work documents. These documents, including the subject outlines are mandatory as per government regulation, and undergo evaluation by discipline-specific assessors through an online platform. The second way pertains to accreditation programs[22], which aim to assess the quality of study programs. These evaluations occur periodically when a university seeks to upgrade its accreditation status through a program review process. In this process, study programs are required to submit five representative subject outline samples, as per government regulations, compiled by their respective teaching staff for assessment by assessors appointed by the accreditation body.

6.1.2   Subject outline components

To investigate the components of subject outlines, this study analyses the documentation of lecturers' subject outlines provided by the participants. From this documentation, the following common components were identified: (1) Subject identity, including the lecturer's name, (2) Learning outcomes, (3) Brief subject description, (4) Learning materials and content, (5) References, (6) Prerequisite subjects, (8) Class activities for a semester, (8) Assessment.

From the investigation into participants' subject outlines, it was observed that they use a similar template. Upon confirmation with the participants, they mentioned that this template was based on OBE principles. They also indicated that they acquired this template from their respective universities or during government workshops they attended. However, five participants designed their subject outlines differently from the others. When questioned, they explained that these were older templates used before the adoption of the OBE curriculum. They acknowledged the existence of specific templates for the OBE curriculum but considered them

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[21] Ministerial Regulation of the Republic of Indonesia Number 20 of 2017 on the Provision of Lecturer Professional Allowances and Professorial Honorarium Allowances.

[22] Ministerial Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 5 of 2020 Concerning Accreditation of Study Programs and Higher Education Institutions.

overly complex and lacked the time to make the switch. For them, despite using subject outlines with older templates, the essence remains aligned with the expectations of the OBE curriculum.

6.1.3 The process of subject outline design

This investigation identified how the participants addressed the following subject outline components: constructing LOs, selecting materials, structuring subject activities or selecting strategies, and designing assessments, including rubrics. Most participants adhered to a common process because a template provided by the faculty, universities, or government guided them. In this section, the considerations taken by each participant at each component will be detailed based on their responses during the interviews.

6.1.3.1 Constructing learning outcomes

An important component of the subject outline is the LOs, which specify the learning that is intended to be demonstrated by the end of the study. Data from interviews reveal three distinct approaches that participants use when developing LOs. These are: (1) having autonomy to develop LOs by aligning them with the outcomes established by the study program, (2) adopting the study program's predetermined outcomes without further modification, and (3) constructing outcomes independently and/or duplicate and reuse subject outlines from other lecturers. Each of these approaches is outlined below.

1) Autonomously developing LOs with aligning the outcomes established by the study program.

Participants discussed the process of autonomously developing LOs by aligning them with the predetermined outcomes established by the study program. They explained that LOs typically encompass four key aspects: values, knowledge, general skills, and specific skills. However, 18 participants indicated a focus on developing the knowledge and specific skills components, as they believed the study program already determined the values and general skills aspects based on government framework outcomes. This is exemplified by two participants below:

> For my study programs and my class or my subject outlines, I followed the LOs provided by the ministry. We specifically select the attitudes and general competencies outlined in those guidelines. For skills and knowledge, lecturers develop specific outcomes aligned with their subjects. While the ministry provides the general

> framework, the lecturers design the learning outcomes for the specific skills and knowledge required in their courses (Andra).

> So, for the attitudes, I didn't create them—they were provided by the university and my faculty. The same goes for knowledge; it's provided by the faculty. For general skills, we were given a list of options from the faculty, and we selected the ones relevant to our unit. The learning outcomes for specific skills, however, are the ones I design. The specific skills and knowledge outcomes are the areas where I have the opportunity to create and tailor the content while the rest is provided by the university (Imelda).

In developing these outcomes, participants also considered several factors, including aligning outcomes with graduate profiles, the relevance of the subject topic, real-world applicability, clarity and measurability, product-based outcomes, socio-cultural constructivism, and positivism. For instance, they emphasised the importance of aligning outcomes with graduate profiles. As two participants explained:

> In our curriculum, we aim to achieve the graduate profile, which includes becoming English teachers, language practitioners, and entrepreneurs. To achieve these profiles, students need to master four key elements: attitude, knowledge, general skills, and specific skills. For instance, to be effective teachers, students must have a strong grasp of both general and specific skills. Therefore, when determining the learning outcomes for a subject, we align them carefully with the program's predetermined outcomes, which are designed to match the desired graduate profiles. This alignment ensures that subject-specific outcomes are directly derived from the overall graduate profiles (Yadip).

> The outcomes should be designed to meet the expectations of the graduate profile, outlining what students should be able to achieve by the end of their studies. For example, as an English teacher, as stated in the graduate profiles, I will develop the knowledge and skills based on that (Deny).

Participants also mentioned using the topics of their subjects as a reference point when designing outcomes. Lazzari shared:

> Actually, I didn't create the outcomes from scratch because I had to choose them from the association's guidelines. However, for this subject, I design the outcomes by considering what needs to be included. The outcomes should be measurable, based on the students' ability to perform specific tasks or topics. Here are the topics—you can see how I develop the outcomes.

Rina similarly described her process: "The procedure is, first, I will see what the learning outcomes for graduates should be. Then, I break that outcome down into specific learning outcomes for my subject."

Real-world applicability, clarity, and measurability were other key considerations for participants, as stated by two participants below:

> I try to facilitate the needs of stakeholders. They mentioned that the students should be able to conduct discussions. I just transform these needs into activities so that, after experiencing the process of acquiring knowledge and skills, students will be able to demonstrate their ability to engage in discussions (Indriani).

> I prioritise clarity when designing outcomes because it is essential for students to clearly understand what they need to achieve. I also aim to provide expanded opportunities and support to help learners succeed both in the classroom and in the real world. Yeah, I believe that setting high expectations is crucial to motivating students and encouraging them to do their best (Aryin).

Participants frequently mentioned product-based outcomes as the key consideration in developing the LOs. Raimond stated, "So, at the end of the lesson, there is a product that is produced. This is how I design the outcomes." Andra added, "I always ask the students to have a product in their final. This is how I develop the outcomes. I decide what products the students will create at the end of the class, and that's what the outcomes will be." Burhan provided further insight into this approach, saying:

> I refer to student-produced work as a measure of outcomes. Regardless of the course, I always ask students to produce an article. I teach research methodology and speaking, and even in the speaking course, I motivate students to create a product in the form of an article because OBE is outcome-based. So, at the end of the class, students must be able to produce an article, whether they write it on their own, collaborate with other students, or work with a teacher. So, when creating the outcomes, I first consider what product the students will produce.

However, Raharjo demonstrated a different approach to designing LOs, emphasising his consideration of socio-cultural constructivism. He explained, "I incorporate socio-cultural constructivism," clarifying that it involves promoting cultural awareness and fostering collaborative and critical thinking skills among students. For him, integrating socio-cultural constructivism principles into knowledge and skills components is fundamental when designing LOs based on OBE. To illustrate this perspective, he provided an example:

> I teach a subject called "World Englishes," which focuses on survival English and communication. Students also study cultural diversity. The course includes learning materials on greetings in different cultures, such as Indonesia, Japan, and Egypt. the use of language in "World Englishes" covers topics like the intonation patterns of different languages, such as Arabic and Chinese. The targeted outcome is that students are able to communicate using English, so I have taken such cultural learning into consideration to develop the outcomes.

Berthe falls within this group due to his autonomy in developing LOs while aligning them with the study program's outcomes. However, his approach to shaping outcomes for knowledge and specific skills differs significantly. Berthe stated that the LO design approach is firmly rooted in the concept of positivism[23]. He believed that embracing positivism in LO design would steer his teaching and learning practices in alignment with positivist principles. In Berthe's teaching context, positivism means harmonising LOs with Bloom's taxonomy, which emphasises that this taxonomy's primary purpose is to measure and observe student performance, asserting, "Everything should be measurable, attainable, timely, and applicable to industry and global contexts." Berthe also considers factors related to industry orientation and global changes when designing outcomes. He believed that these considerations equip students with vital skills and knowledge required for real-world contexts.

Moreover, although he did not explicitly include values-based outcomes in his subject outlines, he emphasised addressing these aspects during the learning process. Specifically, Berthe emphasised values-based outcomes related to academic misconduct, such as plagiarism, and ethical considerations within the classroom. Below, an excerpt from his experiences illustrates how he incorporated positivism as a reference point when structuring outcomes:

> Actually, the philosophy behind OBE is positivism. So, when developing OBE, it's important to use positivist principles to ensure that student achievements are measurable and aligned with the rapidly changing industry and era. From the Renaissance to the Industrial Revolution, which ushered in modernism, we have now entered the digital world, where everything is measurable through digital means. So, when using action verbs for outcomes, I refer to Bloom's taxonomy to ensure that the outcomes are both measurable and observable.

2) Adoption of the study program's (SP) predetermined outcomes without further modification

For certain participants, the LOs were adapted directly from the SP without any additional modifications. Veli embarked on the crucial task of formulating LOs, which was the most important step in her subject design process. However, unlike the two lecturers above, Veli did not undertake the actual formulation of these outcomes, as the SP already provided them. Veli's responsibility lay in carefully selecting the LOs that were directly pertinent to her specific

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[23] Positivism refers to an epistemological perspective or philosophical approach in which the social world is seen as something objective, tangible, and made up of unchangeable facts. This perspective assumes that these facts can be discovered through rigorous, objective, and scientific study (Pringle, 2012). In education, positivism leads to a teacher-centred approach to pedagogy. This means that knowledge is conferred from the teacher and is distributed to the students. The teacher prioritises evidence-based knowledge and relies specifically on scientific evidence, such as experiments and statistics.

subject and expanding upon them to develop a comprehensive plan over the subject of one semester. Veli shared her process, stating, "I start with looking at to the LOs designed by the study programs. Then, I take it, some that relate to my subjects. It belongs to sub-CPMK or sub-LOs that then developed in detail into the topics in one semester." She incorporated outcomes derived from the SP, covering various aspects such as value, knowledge, specific skills, and general skills. During the interviews, Veli candidly admitted that her initial awareness of OBE emerged from workshops she had just attended, which shed light on the disparities between her existing learning outcomes and the principles underlying OBE. Reflecting on this, she expressed, "Honestly, after I understand with the OBE concept, it seems the concept is different with my subject outlines that I designed. I need to change it."

Yulaika, drawing from her experience as the head of the Study Program, confirmed Veli's earlier statements. Yulaika states that lecturers are not involved in the design of LOs for their respective subjects. She added that since the SP already provides the LOs, the lecturers do not take any consideration and do not create their own LOs: "we just tick tick the LOs from the system, so no consideration."

3) Constructing outcomes independently without aligning them with the study program's (SP) outcomes or duplicating and reusing subject outlines from other instructors.

Among the two approaches mentioned earlier, some lecturers neglect to consider the outcomes and other components when designing their subject outlines. Instead, they opt for duplicating and reusing content from various sources like textbooks or subject outlines from different lecturers or universities offering the same subjects.

For example, Crist faced challenges in developing subject outlines for a listening subject, so he relied on listening textbooks, extracting the goals and themes presented in them, and directly incorporating them into his own subject outlines. Crist explained, "Teaching listening is a complex task, and creating subject outlines can be quite challenging. Besides, I struggle to generate my own listening materials. So, it benefits the students if I provide subject outlines and materials sourced from globally used textbooks."

Nurkhasanah openly admitted that she often chooses to copy and paste existing subject outlines that cover the same subjects when designing her own subject outlines. She stated, "Honestly, when I create subject outlines, I frequently copy them from other sources. That's how it is. I find existing subject outlines and use them as a reference for my own." She clarified that the

reason behind this action is the difficulties she faces in creating her own subject outlines, with developing learning outcomes being an even greater challenge. This can lead to poorly constructed subject outlines, which, in turn, can negatively impact the teaching and learning process, particularly for students. Nurkhasanah explained, "Because it's complicated to design our subject outlines and learning outcomes, it takes a lot of time, and the results are not good for students."

6.1.3.2 Selecting learning materials

After formulating the LOs, the next stage in designing the subject outlines involves deliberating on the content and topics to be taught over one semester (6 months). The following data presents participants' approaches to choosing content and topics to be included in their subjects. The data revealed diverse approaches employed by the participants:

1) *Personal expertise and experience*

Some participants used their own expertise and experience to select content and topics. They drew from their subject knowledge and professional experience to identify relevant and engaging materials that would resonate with their students. For example, Imelda's approach to selecting learning materials for academic writing is influenced by her personal expertise and experience. She drew upon her teaching experience in writing subjects from semester one to four and her expertise in sequentially structuring the learning materials, recognising the challenges students face in understanding basic writing elements like sentences and paragraphs:

> From my experience in teaching writing, when they are in semester four, they don't know how to write paragraphs yet. Based on that, I selected the materials to develop students' knowledge of how to write essays. That's why I'm informing them about paragraphs, but I have to start from sentences, not paragraphs. I have to do it really well, I think.

Furthermore, Imelda pointed out that her expertise and experience helped her select appropriate content based on her teaching experience when dealing with time constraints and the diverse language abilities of her students. Therefore, when developing learning materials, Imelda emphasised the importance of starting with the basics, such as sentence construction, even though she taught academic writing. The excerpt below illustrates how Imelda determined the learning materials for her academic writing class:

> They don't know how to write sentences yet, and they don't know how to write paragraphs yet. But if I put those sentences into my subject outline, I don't have enough time, so that's why I fixed it. They have to know and understand a paragraph. So, from a paragraph, I will start working on paraphrasing. When I talk about paragraphs, I want my students to be able to write three paragraphs. Then, I asked my students to understand the essay. I want my students to know how to read three essays, so that's first and second. I want them to understand how to write academic essays, and then the third one, I want them to be able to write a mini version of an article.

Similarly, Berthe, an experienced lecturer in academic writing, utilises his expertise and experiences to design materials that address students' difficulties in writing paragraphs and academic papers. Drawing on his knowledge of effective writing strategies, he selected materials that provide comprehensive guidance and support to improve students' writing skills. Based on his expertise, Berthe incorporated instructional resources such as writing textbooks, scholarly articles, and research papers that exemplify strong paragraph development and academic writing techniques. He also mentioned his extensive publications record offers a wealth of articles that serve as valuable teaching materials. These materials serve as models for students to analyse and emulate in their own writing:

> From my experience, the most difficult for Indonesian students are writing paragraphs, academic papers or essays. So, I research materials from writing textbooks, journal articles, or research papers that consist of writing techniques. I also publish a lot of papers in international journals that can be used as learning materials for my classes. I use them as examples for students on how to write good paragraphs.

In addition, Berthe shared personal anecdotes and case studies from his own academic journey to illustrate the importance of paragraph development and effective writing practices. By sharing his experiences, he offered valuable insights and practical advice to students, helping them navigate the complexities of academic writing: "I tell my experiences in coping difficulties to develop a paragraph, and it is good to help students improve their writing skills, and they can find their own strategies to cope the writing complexity."

2) Aligning with the learning outcomes

The interview data revealed that participants also considered the LOs when selecting the learning materials. For instance, when asked about his approach to learning material development, Andra responded, "First and foremost, I consider the learning outcomes when designing the materials." He provided an example from his pronunciation subject, where the learning outcomes focused on students' ability to produce words with correct pronunciation. Andra used these outcomes as his guide in structuring the learning materials. He elaborated

that the learning material, such as "the speech organs and their functions" and "understanding these aspects," was aligned with the learning outcomes he had designed. This participant then searched for textbooks or resources that closely matched these outcomes. In this case, he selected pronunciation books containing examples of how native speakers produce words. By choosing materials directly related to the learning outcomes, Andra ensured that his students had the necessary resources to develop their pronunciation skills and achieve the desired outcome of accurate word production. When asked whether he created any of the materials himself or relied solely on textbooks, Andra explained, "I use textbooks that align with the outcomes. I require textbooks, especially pronunciation books because I need to understand how native speakers produce words."

Another example is Fitrah, who teaches group speaking. She explained that her approach to selecting materials based on OBE involved examining the outcomes specified by the study program and those she had developed herself. For her subject, the learning outcome was to "develop students' speaking skills and aim for them to participate in discussions confidently." To align with this learning outcome, Fitrah created materials that fostered conversations and allowed students to express their opinions. She emphasised that she considered how to link these outcomes to aspects related to students' attitudes, such as their confidence in choosing materials. Fitrah stated, "I chose the materials based on the outcomes. I chose carefully to have meaningful materials so my students are encouraged to speak up in the group to share their ideas."

3) Incorporating real-life contexts by drawing from various sources

Based on the data, participants indicated that integrating real-life contexts by incorporating materials from various sources is a foundation for developing OBE-based content. In this context, other sources referred to by participants include learning materials from print and online media related to real-life contexts, such as articles, videos, podcasts, current events, or thought-provoking topics. Participants aimed to facilitate engaging discussions that promote critical thinking and effective communication by including real-life contexts and authentic content. They selected materials from various age-appropriate sources, aligned with their students' interests, and developed students' argumentation skills. They believed that the goal of OBE is to prepare students for real-world situations, so the content should be tailored to align with the concept of OBE's objectives. Participants also mentioned that they did not rely on textbooks to support their materials. As two participants put it:

> The material should come from any sources, such as the internet, magazines, and newspapers. I actively find the materials for my students. For example, in my writing class, I bring newspapers and ask them to choose news or articles they like. Some students may enjoy sports, and they will select sports—others like culture, and others like politics. I wouldn't say I like textbooks; I think I've never used textbooks. I just used the internet to find the materials relevant to real life. So, to choose the materials, ya I just select the materials that relate to the students' lives. Is it an OBE? Right, we have to connect with real life (Yunia).

> It is not easy to design the materials, especially for speaking, so I took from other relevant sources like articles, videos, and podcasts. Or current issues that are interesting to my students. Because it is not easy to encourage students to speak up, they are shy, so I want to help them develop their critical thinking skills. So, strategies are needed to select the materials, taking from other sources that match the outcomes and relate to students' real lives. It provides activities that allow students to express their opinions and engage in discussions in groups or classes (Fitrah).

4) Using textbooks

The data also revealed that there are participants deliver materials to their students by drawing on the information and activities in textbooks. They believe textbooks hold a more internationally standardised value than self-created materials. Therefore, participants argue that if the curriculum aims to prepare students for international employment, the materials should also include international perspectives. Participants highly valued the expertise that is required to create textbook materials, as these books are typically designed and critiqued by experts in the field before publication. Further, the textbooks ensure that the chosen materials align with established educational standards and offer students valuable resources for enhancing their skills, especially for lecturers teaching English skills. This point is illustrated by Crist:

> For me, I am teaching listening. Teaching listening is a complex task, and creating learning materials can be quite challenging. Moreover, I am unable to generate listening materials on my own. It would benefit the students if I could provide subject outlines and materials sourced from globally used textbooks. Textbooks are much better because they have been designed and tested by experts. I also align the materials with the standards of education to help students improve their listening.

6.1.3.3 Designing learning activities and selecting learning strategies

Based on the data, some participants use three teaching strategies to implement the OBE-based curriculum: project-based learning (PBL), case study-based learning, and collaborative learning. Of these three strategies, PBL is the most frequently mentioned by participants. In this section, expressions from participants will be presented with the organisation of participants by category of teaching strategy.

1) *Project-based learning (PBL)*

Participants believe that one of the principles of the OBE curriculum is PBL. In implementing this, participants integrate it into their teaching strategies. According to them, PBL involves teaching by assigning projects that culminate the learning process. Students are required to produce innovative works or products that align with their subjects because participants believe that OBE should facilitate students with activities that result in tangible products. Here, two participants talk about that:

> I used project-based learning. I asked students to create projects, such as interviewing people or sharing stories about their experiences using English. Then, I had them upload the results on Instagram. This is a tangible product of their learning in English. PBL not only helps students understand the material but also apply it in real life. Instagram is a real-life platform where people from all over the world can see their projects. It's a task that can be seen (Desia, General English).

> I don't know what it is, but my strategy is to give students a project integrated with technology. Maybe this is where OBE comes in, with students producing something tangible. In my class, I encourage students to be more active and focus on creating products. I have them engage in various activities, such as researching different methods used by lecturers in language learning or observing the practical implementation of technology in teaching. At the end, they submit a report based on their research and observations. For an English class, a report is an appropriate outcome. Through this process, students learn how to solve problems (Dwane, TEFL).

The participants argue that they use PBL because workshop speakers advised them to use strategies that encourage students to think critically by producing innovative assignments as outcomes. For example, Yulaika, who teaches English for Young Learners, shared why and how she uses the PBL strategy in her classes

> In OBE, the workshop speakers emphasised that we should use strategies encouraging students to think critically and be innovative. Our teaching methods should involve projects that result in something real or tangible, with assignments that are innovative and make effective use of technology. In OBE, assessments must be measurable and visible, so students should create products as outcomes. For example, I use strategies that guide students to make things like modules or educational materials. The workshop speakers also mentioned three OBE approaches: project-based learning, problem-based learning, and case-based learning. I realised that even before OBE, I was already using project-based learning.

Participants mentioned that PBL involves activities that result in written work through research for any subject. They believe the new curriculum should allow students the freedom to learn anything. According to them, students need to publish their written work, as stated by Burhan, lecturer teaching research on ELT:

> I allocate limited class meetings or activities. My project-based teaching strategy involves spending time with students for research or taking them to the university research centre, sitting in the seminar room, and writing together. I move from one group to another, guiding them in their research. I also connect my students with other researchers so they can collaborate and write together. The main project is writing an article, which they can publish with other researchers. Most of what they do in class is related to their own projects. This new curriculum gives students the freedom to learn, which is why I like it.

Participants also expressed that under the OBE curriculum, they must provide learning activities that attract students with higher-order thinking. To them, higher-order thinking- is PBL that involves conducting research or designing a project, as described by the two participants below:

> In the final meeting, I asked them to submit a lesson plan. This helps students understand the material better because the activities allow them to explore more deeply. The important thing is that these activities not only enhance their knowledge and skills but also teach them to appreciate one another. For example, the competencies 'understand' and 'design' correspond to knowledge and skill outcomes, respectively. In my teaching activities, I ask students to explore the national curriculum and high school materials. Then, they share and analyse the high school curriculum, design a lesson plan, and set passing grades. Finally, they present their lesson plans in class discussions (Aryin, Instructional design and material development).

> I asked students to find topics of interest on their own, and then I told them that the final project would be research. They conduct a project, learn a lot, and, for example, conduct research at a school. When they visit the school, they must meet the headmaster, the lecturers, and the students. I also ask them to find articles related to their topics, analyse them, and use them as examples. After that, they present their findings. This project helps build students' confidence and enhances their communication skills. Although the project itself may seem simple, the process pushes students to deeply engage with the material and gain a comprehensive understanding (Nurkhasanah, Research methodology).

Another participant explained their reason for using PBL in the OBE curriculum. The primary goal of OBE, they emphasised, is not only to guide students in understanding the material but also to enable them to apply the English materials in the real world. Furthermore, participants argue that PBL can bridge the gap for students to communicate and collaborate with their peers, shaping their character for social life by fostering communication and collaboration skills, as noted by two participants below:

> Some of my subjects are project-based learning. One principle I try to implement is that when students learn something, they should see it in context, meaning they should consider how to solve real-world problems. This approach promotes communication and collaboration with individuals from different locations (Deny, Technology in English education).

> I've seen the impact of communication and collaboration after two semesters that I used in my class, and I've even communicated with former students—alumni—who thanked me. They said the assignments, especially making their own videos, motivated them to practice their English-speaking skills. These assignments provided a practical medium for collaboration and language practice, which they could use in their social lives. And this is the model of OBE I used but I am not quite sure (Ferdy, English language 1).

2) Case study-based learning

Case study-based learning is also a strategy employed by participants. According to the participants, this strategy involves teaching based on real-life cases. These cases can be derived from real-life situations or from existing materials, whether in print books or on the internet. According to participants, case studies-based learning is highly relevant to OBE because it promotes critical thinking among students, preparing them to solve workplace challenges. Here are some examples from participants who use case studies-based learning:

> I give students cases in my writing class. I mean, the teaching strategy I used in my class is case study-based. My teaching strategy involves case-based learning. Sometimes, I also give students projects to produce specific pieces of writing. For case-based learning, I present them with cases and ask them to learn from them. For project-based learning, I ask students to gather data from outside to produce research papers. For example, I have them work in groups to create questionnaires, conduct interviews, gather data, and produce research. This is how I implement OBE in my writing classroom, preparing students to face challenges in the workplace (Baharji, Critical easy writing).

> I use problem-based learning or case-based learning. Most of the activities in my class follow a similar pattern. For example, I present current and trending issues from the internet, books, newspapers, or topics related to students' lives. Then, I instruct my students to solve the problems, which encourages critical thinking. I'm not sure if what I did in my classroom is fully aligned with the OBE curriculum or *Merdeka Belajar*, but I've been using this strategy long before I knew about OBE (Fitrah, Speaking for the group).

3) Collaborative learning

Collaborative learning[24] emerges as one of the strategies employed by the participants in this study. They believe that this strategy aligns with the OBE goal, which is to connect the learning process with workplace skills, as expressed by Yadip who teaches curriculum and material development in English language:

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[24] Collaborative learning is working with peers to produce positive learning outcomes (Noreen M.Webb; 2013)

> Collaborative learning is very important. In fact, I used this strategy for teaching before I knew about OBE. But now it's different. Collaborative learning in OBE focuses on training learners for the future workplace. For example, I give a topic, divide students into groups, and ask them to interact, exchange ideas, contribute opinions, and provide critical feedback from their peers.

When Yadip was asked to explore more about the differences between collaborative learning before and after enacting the OBE curriculum in his teaching and what he means by connecting the process with workplace skills, here is what he said:

> I used collaborative learning with activities similar to what I'm doing now. The difference is that before OBE was introduced, I divided students into groups to collaborate on tasks, provided the materials, and had them discuss them. Now, I train students to learn skills related to their future jobs. For example, I ask them to design English curricula and materials because they will be English teachers. That's how I used collaborative learning.

Participants also claim that collaborative learning enhances students' critical thinking skills because it involves interaction with other students in the classroom. They believe critical thinking is an important concept in the OBE curriculum because it helps students develop life skills, as stated by Raharjo, who teaches Survival English:

> I teach survival English, where students must engage in conversation to enhance their speaking abilities. To facilitate this, I group them together, allowing them to interact with their peers. I use a collaborative learning approach, which not only enhances critical thinking skills but also provides a basis for evaluating various skill aspects through these activities. I believe this aligns with the principles of OBE, encouraging students to think critically through collaboration. This approach equips them with valuable life skills, providing a real-world context for their learning.

However, one participant, Burhan who teaches research on ELT and Speaking, interprets collaboration here in the context of cooperative work for publication, as expressed below:

> Collaborative learning is a key approach in my teaching practices. Again, as I told you before, the product is for students to publish articles. They can write together or collaborate with other lecturers. When they publish, they can also collaborate with other students—perhaps some students don't write but contribute funds for the publication fee. This publication approach isn't limited to research subjects but applies to other subjects as well. In my speaking class, I also help students publish articles with me. I can show you some publications that my students and I have worked on together. This is what OBE teaching is about—collaboration in publishing papers between students and lecturers.

6.1.3.4 Assessments

This section explains how participants developed assessments aligned with the OBE approach. Based on the interview data, most participants interpreted assessment in the OBE curriculum

as involving the creation of products. According to the participants' perceptions, 'outcomes' were understood as tangible products. This is why almost all participants used product-based assessments to evaluate students. Moreover, when assessing student learning, participants often combined products with presentations in front of the class. However, there were three participants who did not solely focus on tangible products. They assessed students by assigning tasks that were not tangible products but were relevant to the working world and real-life contexts.

1) *Product-based assessment*

The findings reveal a common emphasis on product-based assessments among participants, demonstrating a variety of approaches to evaluating student performance through tangible outputs. According to the participants, outcomes in the OBE curriculum are tangible products, so when assessing students, they asked the students to produce products. For instance, Yadip from a private university in Lampung discusses assigning projects like need and situation analysis in which students engage directly with stakeholders to understand their requirements. He explains, " I ask the students to go to the schools or the English subject to analyse, to ask students, to ask the lecturers, to ask the stakeholders. So the project is based on the outcomes, and the outcomes are the product of making a report of the need analysis." The participants believe that the tangible products will enable students to apply theoretical knowledge to real-world scenarios, develop analytical abilities, and develop the capacity to synthesise information from different sources.

Similarly, Aryin from a state university in North Kalimantan employs product-based assessment by requiring students to design and submit lesson plans. He states, "I ask my students to design and submit a lesson plan based. This way, I can assess their ability to score a lesson plan and create a minimum score. It demonstrates their practical application of the knowledge and skills taught in the subject." Aryin believes that product-based is aligned with the teaching practices based on OBE because this method measures students' understanding and creativity and students' ability to meet specific educational standards and requirements, ensuring that students can translate theoretical knowledge into practical teaching strategies.

Other participants used varied approaches to highlight the effectiveness of product-based assessments in fostering practical skills and producing measurable learning outcomes. Burhan and Imelda also integrate product-based assessments into their teaching methods. Burhan

utilises diverse projects such as article reviews, collaborative presentations, and tracking reports to evaluate students' contributions to their field of study. He notes, "By involving students in collaborative projects and publications, I can assess their ability to produce tangible outcomes and contribute to the field of study." Similarly, Imelda assigns tasks like academic essays, mini-articles, and research projects to assess students' ability to produce substantial academic work.

Although participants predominantly use written work as a form of tangible product in the assessment process, they also assess students by asking them to create videos. They believe videos are also tangible products that can be evaluated. Here are two quotes from the participants:

> I assign video-making projects to my students. By creating short videos in groups, they demonstrate their understanding of the subject matter and practice their English language skills (Ferdy, private university, Southeast Sulawesi).

> I tried to incorporate projects by giving a lecture, followed by tasks for the students. After fifteen meetings, I assign a learning project where students choose a topic, create a video, and present it. Through these videos, I can assess their understanding. The video serves as a product that can be evaluated and aligns with OBE principles (Asyam, private university, South Sulawesi).

2) *Non-product-based assessment methods*

The investigation identified three participants who assessed students without assigning tasks in the form of tangible products. Depending on the subject requirements, they use various assessment formats such as class presentations, small group discussions, or essay assignments. For them, the type of tasks given, based on the OBE concept, are assignments related to real-world situations.

First, Sofas, from a private university in Banten, emphasises the importance of practical and relevant assessments in teaching speaking. His approach focuses on preparing students to use English effectively in their future careers by assessing their ability to perform in realistic speaking scenarios, as noted below:

> For assessments, I give assignments that are related to real-life situations. Since I teach speaking in context, I focus on assessments that help my students communicate effectively in English when they enter the workforce. I give them topics related to their future careers and ask them to speak in front of the class. This is how I assess my students. I assessed them based on their performance.

Second, Raharjo, from a state university in West Java, used various assessments to evaluate his students, including English small talk, conversations, and group role plays to simulate real-life communication. He is proud that his assessment model has helped his students secure good jobs as teachers at international schools. Here is what he said about why he used these assessments as part of the OBE curriculum:

> In my Survival English course, the learning outcomes aim to encourage students to participate in various guided speaking assignments, providing a gateway to communication practice in everyday life. Following the OBE curriculum, I assess how well students demonstrate these outcomes through their performance at the end of the class. For example, I assess their ability to engage in English small talk, make requests, and ask for and give directions in the context of both English and Indonesian cultures through group role-play exercises.

Third, Berthe, from a state university in Yogyakarta, designs assessments by aligning them with specific learning outcomes. He ensures that the assessments are targeted and comprehensive, focusing on both the theoretical understanding and practical application of the learning material across four learning aspects. He argues that OBE is not solely about tangible products, as many lecturers believe, but rather any assessment related to student outcomes, with students receiving continuous feedback. Here is how Berthe organises the assessment in his class:

> Before designing assessments for my writing class, I carefully review the learning outcomes. I consider the specific knowledge, skills, attitudes, values, and experiences that students need to acquire and design tests based on these outcomes. Students are required to individually prepare a summary (500-700 words) on the lecture topic before class. I provide feedback, and they revise and resubmit until they meet the minimum score. It's an ongoing process. The OBE curriculum emphasises continuous interaction between teachers and students. I track students' progress in my writing class through detailed reports.

3) *Rubrics*

The investigation highlighted that while rubrics are a crucial component of assessment in alignment with OBE principles, their development and use are not widespread among the participants. Only four participants understand and use rubrics in the assessment process. Among these four, three have created their own, while one has adopted existing ones from external sources. Raharjo, who adopted and adapted existing rubrics, confirmed the challenges of creating his own, expressing concerns that his rubrics might not meet international standards. He said, "Creating internationally standard assessments is not easy, so I did not develop the rubric myself; instead, I adopted one available on the internet."

Regarding why he uses rubrics, Raharjo stated, "Rubrics enable me to teach in alignment with the learning outcomes. I use rubrics to measure students' performance and to establish a standardised scoring system for evaluating their work." He further explained that OBE-based rubrics must refer to the learning outcomes he has established.

Conversely, Ferdy, Fitrah, and Berthe are among the participants who have taken the initiative to develop their own rubrics. Ferdy explains:

> Rubrics are not commonly used among us, and they are rarely included in our subject outlines. Although we recognise the importance of rubrics, many lecturers are not familiar with them. Personally, I use rubrics and include them in my subject outlines. These rubrics assess not only knowledge aspects but also values. I believe it's a fair method to evaluate students.

Ferdy's comprehensive approach ensures that his rubrics cover both knowledge and value aspects, aiming for a fair and balanced assessment method. Similarly, Fitrah and Berthe have developed their own rubrics, with a strong focus on aligning them with learning outcomes. Fitrah states:

> I always use rubrics. Recognising their value in providing students with clarity on grading criteria, my team and I developed our own rubrics. While they may be simple, they are aligned with the learning outcomes we've designed, helping guide the grading process effectively.

Berthe echoes this sentiment, adding, "I consistently use rubrics, as you can see in my subject outlines, right? This is the important or I said, the core of the assessment, so I carefully designed it by considering the principles of OBE for all aspects: knowledge, skills, and attitudes. Integrating these three aspects in the rubrics, I can assess whether my students achieve the targeted outcomes." Berthe highlights the detailed nature of his rubrics and the importance of transparency in scoring, aiming to enhance the accuracy and objectivity of assessments.

Lastly, Yulaika represents those who are beginning to recognise the necessity of rubrics in assessments, particularly within the OBE framework. She shared her recent experience and realisation, "These outcomes, you see, they need to be measurable, so for the OBE system and assessments to be measurable, we have to use assessment rubrics. Because, you know, trying to assess things without rubrics, that's difficult. Like value aspects, how do we score it if without rubrics." During a workshop, she discovered that even experienced lecturers from prestigious universities lacked concrete examples of rubrics, underscoring the need for individual lecturers to develop their own assessment tools. "So, my friends and I, we started

working on creating these rubrics ourselves," she explains, illustrating a growing awareness and effort to incorporate structured assessment criteria in their teaching practices.

6.2 Enactment of the OBE curriculum in classrooms

This section addresses the interview findings and aims to better understand how the OBE curriculum is typically enacted through classroom practice. Throughout the interview sessions, participants were prompted to share their experiences, and the utilisation of subject outlines aided in ensuring a coherent and comprehensive communication of these experiences. Some subject outlines may not provide insight into actual classroom practice; they primarily function as supplementary tools. The principal data collection method utilised in this study is interviews, thus directing the main thrust of data analysis towards the insights derived from these interview sessions.

Based on the interview findings, it has been identified that four different teaching models are utilised to enact the OBE curriculum across a whole subject. These models will be elaborated upon in the following descriptions.

a. Model 1

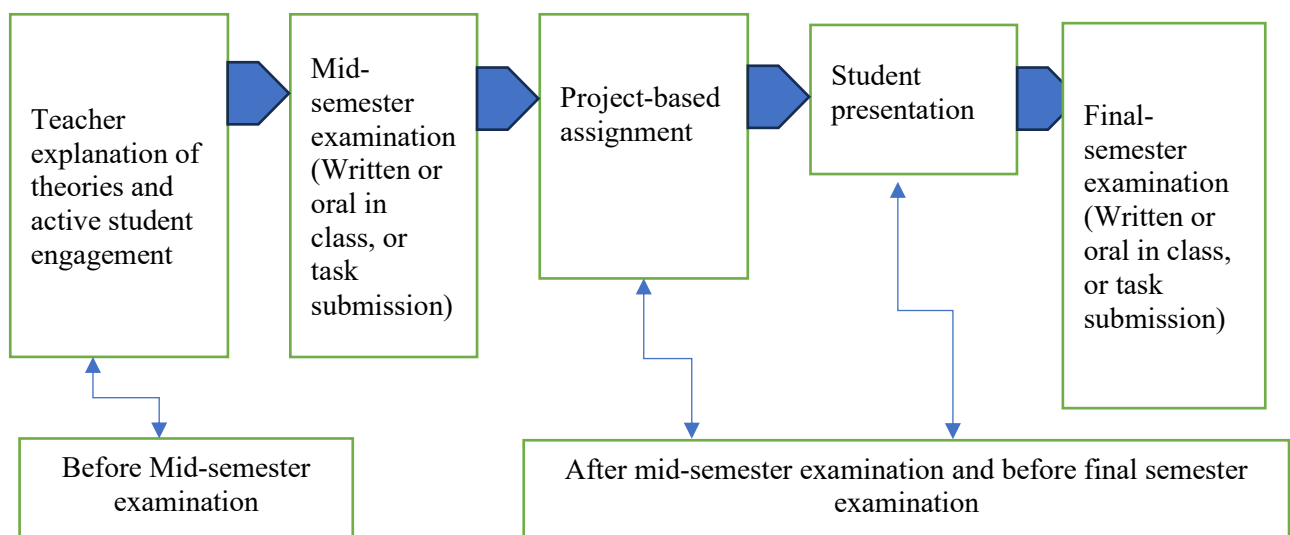*Figure 6.1 OBE teaching model by 23 participants (Model 1)*

Figure 6.1 presents a cycle model of teaching used by the 23 participants, illustrating the sequential process of implementing the OBE participants normally do in the subject over one semester. The model outlines lecturers' activities in the first row, starting with the initial phase of explaining theories and engaging students actively in the classroom. Subsequently, a mid-semester examination is conducted after delivering all subject materials, leading to PBL activities that encourage students to produce tangible outcomes, followed by student presentations. The large blue arrows signify the progression from one stage to the next, depicting the flow of processes throughout the semester. In the second row, the timeframe for each activity is indicated. Explanation of theories and active student engagement occurs before the mid-semester examination, while project-based assignments and presentations take place after the MSE and before the final semester examination. The small two-way arrows indicate the relationship between the two activities.

The research findings reveal a notable commonality among 23 of the 27 participants interviewed across Indonesia in their implementation of the OBE curriculum within their respective classrooms. Four others have different approaches. This shared practice can be characterised by a sequence of instructional steps that are consistently followed by participants across a whole subject. It commences with the lecturer delivering a comprehensive explanation of the subject matter, facilitating an environment conducive to active student engagement, and providing time for inquiries during the elucidation process. Next, the participants uniformly used project-based assignments in groups that required collaborative efforts, culminating in creating a tangible product. Notably, the final step entails students presenting their completed projects to the class. To illustrate the common approach undertaken by 23 participants who share similar OBE practices for this investigation, the following seven lecturers are illustrative of this common approach.

Nurkhasanah

Nurkhasanah shared her teaching experience, which was commonly carried out using OBE. She exemplified the implementation of OBE in teaching research methodology to sixth-semester. In the initial seven meetings, she focused on fostering students' understanding of the course theory, utilising an explanation and discussion approach. She provided students with relevant articles and links as exemplars of published research reports alongside textbook learning materials. Encouraging active engagement, she tasked them with locating articles aligned with their interests and analysing them using given outlines. After completing these

first seven meetings, Nurkhasanah conducted a mid-semester examination, where students were required to submit their research proposals- a task commonly referred to by participants as a mid-semester examination. She emphasised that she applied PBL with tangible products as part of the OBE curriculum. According to Khasanah, PBL involves students undertaking projects to create tangible outputs, such as crafting proposals, conducting research reports, and writing articles. Subsequently, during the remaining seven class sessions, Nurkhasanah guided students in transforming their proposals into comprehensive research and crafting research reports. This process culminated in students presenting their research reports in the classroom. As the subject neared its conclusion, Nurkhasanah directed students to compose articles based on their research reports, which were to be submitted along with the research reports for the final semester examination.

Baharji

Baharji shares his typical experience of implementing the OBE curriculum to teach writing skills to third-semester students. In the early half of the semester, Baharji imparts writing concepts using explanatory methods and encourages student engagement through activities like whole-class discussions and group discussions. Baharji emphasised the importance of active student participation by encouraging questions during the explanation process. He stated:

> In teaching, I explain everything, covering material from meetings 1 to 5. While explaining, I encourage students to ask questions. But, you know, students here rarely ask questions, so even though I understand the student-centred approach, the lecturer still needs to be active. In a small town like this, it can be challenging, as many students tend to be passive.

To address this challenge, Baharji incorporated project-based assignments that fostered student collaboration and teamwork. He designed assignments that required students to work in groups, leveraging their individual skills and knowledge to achieve the intended outcomes. By engaging in these collaborative projects, Baharji argued that students had developed essential 21st-century skills, such as communication, problem-solving, and teamwork, while simultaneously applying the content knowledge they had acquired. Baharji firmly believed that this approach aligned with the principles of OBE. As a culmination of the project-based assignments, Baharji provided an opportunity for students to present their completed projects to the class and receive valuable feedback from their peers and the lecturer, saying he believed that "the presentation aspect is great as it encourages students to speak up in the classroom."

Veli

Veli taught research methodology to fourth-semester students and curriculum and instructional design to sixth-semester students. During the interview, Veli aimed to discuss her OBE practices in research methodology and briefly touch on instructional design. She highlighted the similarities in the steps between the two subjects.

Over seven meetings before the mid-semester exam, she introduced materials through explanations and group discussions. During this period, she assigned a project that required students to observe classrooms and identify issues within junior and senior high schools in their city, particularly in English classrooms. She explained, "After discussing the theories and stages of classroom action research, I assign my students to observe or identify issues in junior and senior high schools in Surabaya, particularly in English classrooms. I ask them to identify real problems and then formulate solutions." Afterwards, Veli conducted a mid-semester examination to evaluate students' understanding of the theories. Following this, she instructed her students to develop proposals for classroom action research projects based on the issues they had identified, saying, "They then prepare a classroom action research proposal." After completing the projects, she allocated seven sessions for students to present their action research projects. To conclude the subject, she administered a written final examination in the class.

As mentioned earlier, Veli also taught another subject, curriculum and instructional design, where she implemented similar methods for OBE practices. She began by explaining the materials through discussions, conducting a mid-semester examination in class, assigning projects to produce tangible products like designing lesson plans for high school students, and having students present their projects. Finally, she organised the final semester examination to assess students after completing the entire subject. By following this sequence of steps and emphasising tangible products, Veli believed she was enacting OBE in practice, as she stated, "I have implemented the OBE curriculum by encouraging my students to do the projects." However, she expressed some uncertainty about her approach, saying, "I'm not sure if it is the correct way, as I am not confident in my own understanding of OBE."

Teti

Teti presented her OBE practices by highlighting her experiences in teaching curriculum and material development to third-semester students, spanning a four-credit duration. Similarly, she initiated her teaching approach with explanatory methods, delving into curriculum theories

from meetings 1 to 16. During the subject, she explained the theories about the curriculum for junior and senior high schools from meeting 1 to meeting 16, which is a four-credit subject. Following the MSE, Teti divided her students into groups and assigned them the task of selecting appropriate books for Junior High School and Senior High School levels. Each group evaluated the content of the chosen books, and analysed aspects such as speaking presentations, practice activities, and reading comprehension. At the end of the class, Teti asked the students to create their own products, focusing on material development for either Junior High School or Senior High School levels. The responsibility for material development remains with individual students, even though they work collaboratively in groups. She encouraged students to analyse the materials, present their findings, and produce the products as part of their learning journey. Teti requested students to complete three forms of products as part of their assessments. The first and second tasks involved designing a syllabus and lesson plan, which were submitted during the MSE. The third task required students to create materials for senior high schools, and this work was submitted to the FSE. Since Teti assigns tasks during the MSE and FSE, she did not conduct written exams in class. Instead, she stated, "...yes, students come to the examination time, but they just submit the projects and put the signature in the attendance list." Details about the usual exam formats used by Teti will be further discussed in the discussion section. Throughout this process, Teti contended, "I have implemented the OBE practices.

The third task required students to create materials for senior high schools, and this work was submitted to the FSE. Since Teti assigns tasks during the MSE and FSE, she did not conduct written exams in class. Instead, she stated, "...yes, students come to the examination time, but they just submit the projects and put the signature in the attendance list." Details about the usual exam formats used by Teti will be further discussed in the discussion section. Throughout this process, Teti contended, "I have implemented the OBE practices.

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Yulaika

Yulaika shared the classroom practice she typically employs in all her subjects using the OBE curriculum. She provided an illustrative example from her subject, "English for Young Learners", for seventh-semester students. She explained that in her teaching approach, the initial meeting involved providing a comprehensive overview of the subject content. In subsequent sessions, she promotes active student engagement by initiating projects right from the start of the subject. She believes that by introducing projects early on, the desired learning outcomes become clearer for the students as they understand the purpose and direction of their learning. She implemented OBE, focusing on experiential learning through field practice, collaborative group discussions, and producing tangible outcomes. At the beginning of the subject, she assigned her students to observe English language teaching in local schools, stating that they needed to see the reality of how lecturers instruct young learners. Subsequently, they were required to return to the classroom to discuss their observations with their peers and Yulaika herself. She stated, "They went to schools to observe how lecturers teach English to

young learners. Then, they returned to the university to discuss their observations with their peers and me." Yulaika encouraged students to deliberate on their observations within their respective groups to foster a participatory learning environment under her guidance. She then assigned them to design lesson plans, teaching media, and materials, which they had to submit before the MSE. Following this, students conducted an oral presentation as part of the MSE. After the examination, Yulaika asked the students to demonstrate their teaching skills for young learners in the classroom. At the end of the subject, Yulaika conducted a FSE in class, which included writing a self-evaluation report as part of the test material. Yulaika highlighted that she assessed her students on their understanding of the theoretical concepts and their ability to effectively apply the principles of teaching young learners in real classroom scenarios.

Dwane

Dwane provides an example of teaching practice with OBE in the subject "English for Foreign Learners" for sixth-semester students. Like the four lecturers mentioned earlier, Dwane began her teaching series by explaining and discussing the materials. She then administered an MSE after the first half of the semester. Dwane argued that the OBE curriculum emphasises tangible student-generated outcomes achieved by incorporating technology. Consequently, in the early stages of the semester, Dwane introduced a project task that tasked students with crafting posters using Canva and Prezi. These posters depicted the teaching procedures used by instructors in the classroom. Students were asked to observe two classes taught by different lecturers to gather the necessary data. Additionally, they were required to conduct interviews with the observed lecturers. Subsequently, students analysed the gathered data and presented their findings in the form of posters. Following the MSE, Dwane introduced further materials and conducted the FSE at the end of the subject. Before the final examination, students were tasked with creating lesson plans and teaching materials as part of their assignment. When asked about whether there are presentations in her class, Dwane responded, "No, because my students have been asked to conduct interviews." So, in this aspect, Dwane differs slightly from the four lecturers mentioned above.

Imelda

Imelda eloquently detailed her implementation of an OBE-based approach in teaching English for academic discourse to fourth-semester students. She underscored the student-centric nature of this method, where students are motivated to produce their own written work within the context of academic writing. She articulated the learning outcomes as: "...students are able to

write a mini version of an article, like an essay." Diverging slightly from the other participants who implemented the teaching model illustrated in Figure 6.1, Imelda chose not to require students to present their outcomes in front of the class. The approach followed a series of sequential steps.

Initially, Imelda guided her students through reading three essays, allowing them to acquaint themselves with diverse academic writing styles and structures. She contended that these reading exercises formed a foundation for their writing endeavours. Moreover, she introduced paragraph writing anew, revealing that many students struggled with this skill. She even remarked, "I really have to do it. I have to start with sentences." This arose because, as Imelda pointed out, the lecturers who taught in semesters 1, 2, 3, and 4 varied significantly, hindering a comprehensive understanding of sentence construction. Imelda hoped that she would be the one teaching writing from semesters 1 to 4 so that she could formulate clear outcomes for each semester, distinguishing those to be addressed in semesters 1, 2, 3, and 4.

In the subsequent phase, Imelda guided her students in crafting their academic essays, applying the techniques and principles they had learned. Her instruction aimed at condensing these essays into mini-article versions, enhancing their ability to convey information concisely and effectively. Imelda also conducted an in-class examination, the purpose of which was to evaluate whether students could successfully compose three paragraphs. Following the MSE, Imelda continued the material implementation using similar methods, emphasising explanations and active student engagement. The final task involved the creation of a mini-article, a term Imelda used to describe an assignment where students write articles within a narrower scope, not as research-based projects, but rather by emulating existing literature.

As the conversation drew to a close, Imelda made two key points. Firstly, she attributed her students' achievements to her efforts, yet acknowledged that success depended on each student's individual input. Secondly, Imelda admitted that her subject outlines generally aligned with her performance in class, yet aspects like class activities, strategies, outcomes, and assessments diverged from the intended plan. She attributed this discrepancy to two factors. Firstly, the format of the subject outlines she received from OBE training differed from what her study program required. She preferred the format she received from the training because it aligned with her planned step-by-step approach and in a simpler way. Secondly, the outcomes she designed became entangled due to students' lack of foundational sentence-writing skills.

While the program's predefined outcomes called for mini-research projects, Imelda had to interject basic sentence writing, an element not originally stated in the subject outlines.

b. Model 2

Providing an example of a different approach to the seven lecturers noted above, two lecturers, Liam and Crist adopted distinct approaches to implementing the OBE model in their teaching. They stated that teaching using OBE is similar to using the curriculum before OBE. The difference lies in having clearer learning outcomes to be achieved in each meeting and connecting the learning experience to the real world by integrating knowledge, skills, and attitudes. Throughout the semester, classroom activities included explanations, discussions, question-and-answer sessions, and completing exercises. After the first half of the semester, there was a mid-semester examination. In the last half of the semester, the activities were similar to those in the earlier part of the semester. At the end of the study, there was a final semester examination in the form of a written test conducted in the classroom (see Figure 6.2).

Figure 6.2 OBE teaching model by Liam and Crist (Model 2)
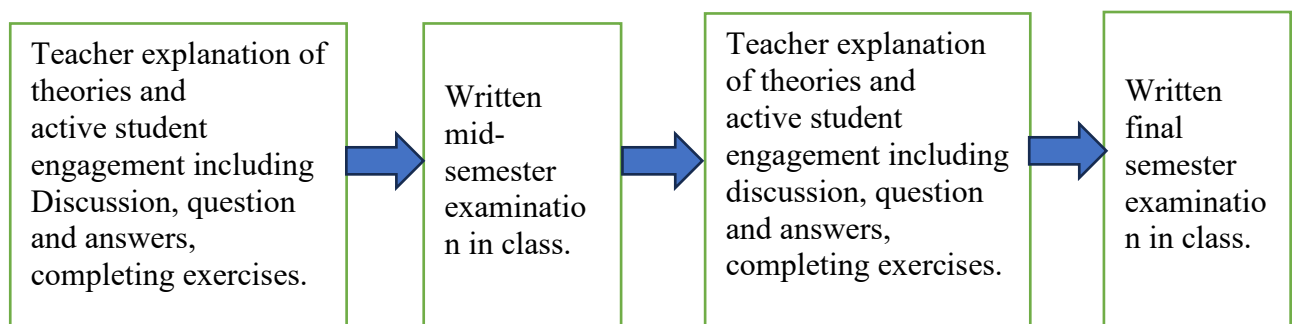
Figure 6.2 illustrates a cyclic teaching, learning, and assessment process in the classroom, typically undertaken by Liam and Crist, who assert that they have integrated the OBE curriculum into their teaching approach. The lecturer explains theories and concepts, engages students in active learning activities, assesses their progress with a mid-examination, continues the teaching and learning process, and finally concludes with a comprehensive final examination. The arrows in the figure show the continuous flow of activities and the progression of the learning journey throughout the semester.

Liam

He illustrates his implementation of OBE practices by providing an example from one of his subjects, specifically focusing on grammar instruction for the second semester. Liam began his lessons by emphasising specific learning outcomes. He outlined his designed objectives for students: "Students can write simple sentences, compound sentences, and progress to more complex structures using correct grammar." Initially, he introduced course theories to familiarise students with the materials, complementing exercises to enhance classroom engagement. To promote active participation, Liam integrated a variety of activities, including discussions, Q&A sessions, and exercises. At the heart of Liam's teaching philosophy lies the creation of a supportive and engaging learning environment. He reiterated his encouragement of meaningful discussions and his openness to questions and clarifications. Then, a written mid-semester examination was conducted to effectively gauge students' progress. This assessment included tests like completing sentences with appropriate verbs or combining sentences. Similar activities were maintained for the subsequent seven sessions leading to the final examination. Liam relied on a grammar book available on the market and suggested its use to students, particularly when practising the exercise. As the semester drew to a close, a written final examination was administered.

Reflecting on his teaching practices, Liam stressed his commitment to aligning his class with the OBE model. He highlighted, "In the grammar class, students can now confidently recognise and write simple, compound, complex, and compound-complex sentences accurately," illustrating the positive impact of his teaching approach. Liam's teaching model will be discussed in more detail during the forthcoming discussion session.

Crist

Crist showcased OBE in "Professional Listening" for third-semester students across a semester. Despite non-mirroring outlines, he deemed his approach aligned, stressing learning goal clarity in the first class (Crist used 'goal' instead of 'outcomes'). The goal was to enhance students' listening comprehension by exposing them to authentic English spoken by professionals. Crist aimed to equip the students with the necessary listening-related skills and strategies to engage in real communication in the target language. The learning began with an introduction, where the students received an overview of the topics and materials to be covered during the semester. They discussed the terms and conditions of the subject and provided input and suggestions to ensure smooth implementation of the classes.

Additionally, the students were divided into working groups for a project that would be carried out later. The core activity focused on the first topic, "Education and Students' Life." Crist utilised various techniques to engage the students, including vocabulary previewing, matching exercises, and guessing games. These activities aimed to familiarise the students with the topic and build their understanding of the vocabulary and content related to education and student life. To conclude the session, Crist checked the students' answers and assigned them further tasks to reinforce their understanding of the topic. Throughout the semester, the students were encouraged to actively participate and show commitment and motivation to their learning responsibilities. Crist mentioned, "Even though I did not fully implement the OBE curriculum and used the old format of subject outlines, I integrated students' knowledge and attitude by fostering positive attitudes and active participation in the classroom." Moreover, Crist provided students with real-life-like experiences in English, preparing them to be effective communicators professionally. He believes this aspect aligns with the principles of OBE that he incorporated into his teaching.

Subsequently, following his usual teaching routine, he elaborated:

> So, I did this mid-exam thing, and I split them into three groups because, you know, the lab isn't that big. Then, I graded them based on their class stuff and how they did on the mid-exam. After that, I kept giving them listening stuff. I just grabbed things from the textbooks because making my own. Not that easy. But I tried to pick stuff that's kinda related to real life, you know. And, oh yeah, I did the final exam thing too. So, that's pretty much how I do the whole OBE curriculum thing, you know.

c. Model 3

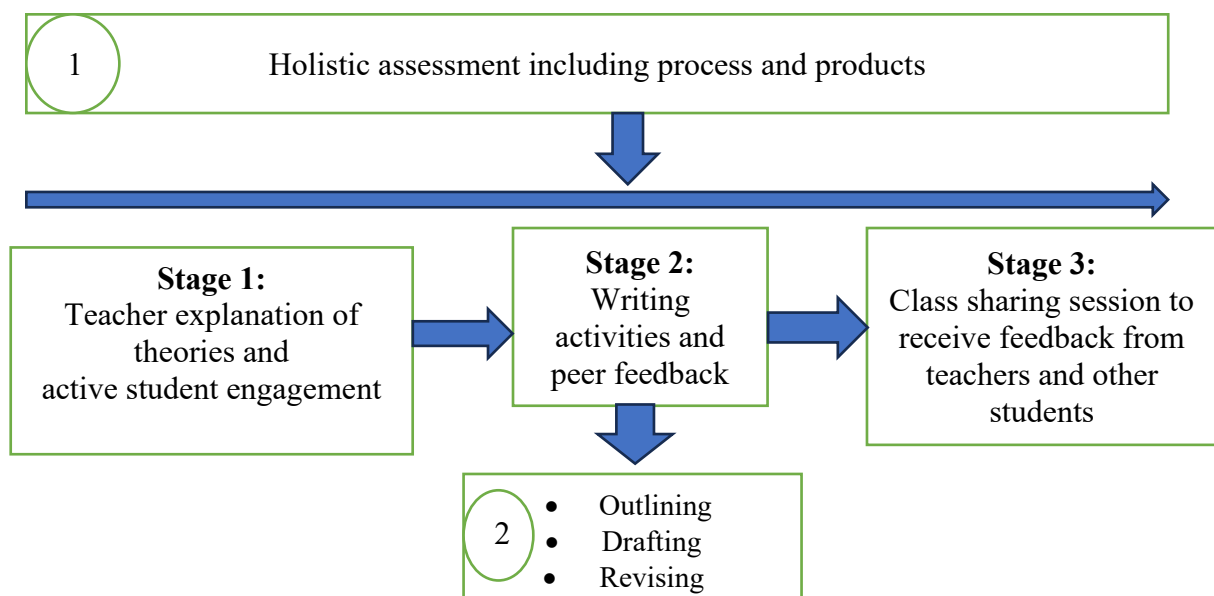*Figure 6.3 OBE teaching model by Berthe (Model 3)*

Figure 6.3 illustrates a three-stage teaching and learning process across one semester, typically undertaken by Berthe. In the first stage, the lecturer explains theories and engages students actively in the classroom. The arrow leading from Stage 1 to Stage 2 indicates the progression to the second stage, which involves writing activities and peer feedback. In this stage, students brainstorm, outline, draft, and revise as shown in Box 2. The arrow from Stage 2 to Stage 3 represents the transition to the final stage, where students participate in a class-sharing session to present their work and receive feedback from lecturers and peers. The assessment component, represented by the arrow from Box 1 to the Assessment box, considers both the learning process and the final products, comprehensively evaluating students' performance.

Berthe demonstrated his use of OBE principles by teaching the Academic Writing subject to fourth-semester students throughout a semester. During the initial session, he explicitly explained the LOs that students were expected to attain by the end of the study. Then, he explained the teaching methods, which revolve around selecting materials that align with the desired LOs for the subject. Berthe started by teaching students how to write academic papers, recognising that many of them lack sufficient knowledge in this area. Berthe believed that while undergraduate students from Western countries might have a solid grasp of paragraph structure, he found that some of his own bachelor's degree graduates struggle with even basic concepts like defining a paragraph. He credited his ability to teach paragraph writing to his prior training before pursuing his Master's degree in Canada, underscoring the significance of academic orientation for new students, including workshops on composing paragraphs. In his class, Berthe conducted discussions where students prepared five to seven sentences as arguments related to the topic of structuralism theory. While he acknowledged that the quality of the arguments may vary, he expected each student to present their points concisely within the given time frame. Throughout the lessons, Berthe emphasised the importance of active student engagement. He encouraged students to share personal anecdotes, fostering a supportive and inclusive classroom atmosphere. By incorporating peer discussions and group activities, Berthe promoted collaborative learning, allowing students to learn from each other's writing styles and offer constructive feedback. Berthe claimed that his teaching approach in narrative writing aligns with the OBE philosophy, as he took students through step-by-step processes such as "brainstorming, outlining, drafting, and revising." These stages enabled students to develop essential writing skills. After the lesson, Berthe facilitated a sharing session, allowing students to showcase their academic writing skills and receive positive reinforcement from both him

and their peers. This form of assessment served as a valuable gauge of the students' progress in achieving the desired learning outcomes.

d. Model 4

Figure 6.4 OBE teaching model by Burhan (Model 4)
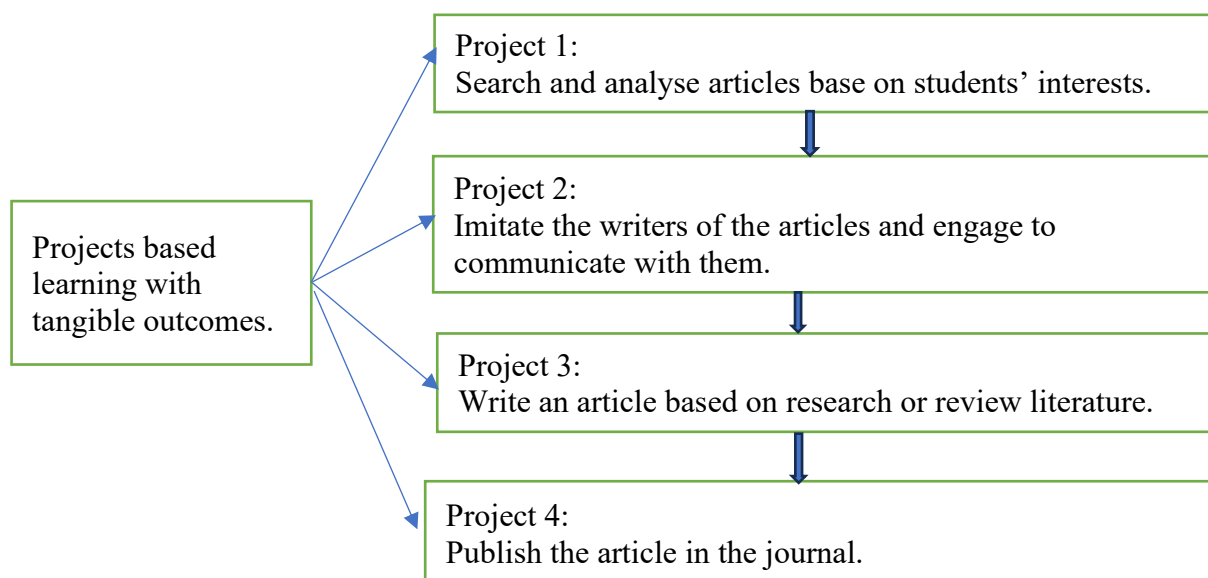
Figure 6.4 presents a cyclic teaching and learning process known as "Project-based learning with tangible outcomes," which is typically undertaken by Burhan. It consists of four sub-boxes connected by arrows, representing the flow of activities. Sub-box 1, labelled "Project 1," shows the first step in the process. Students are tasked with searching for articles. The arrow leading from Sub-box 1 to Sub-box 2, labelled "Project 2," indicates the next phase. Here, students are encouraged to imitate the authors' writing style of the articles they found in Project 1. From Sub-box 2, another arrow points to Sub-box 3, labelled "Project 3." In this phase, students are required to write an article based on their research or literature review. Finally, the arrow from Sub-box 3 to Sub-box 4, labelled "Project 4," indicates the last stage of the process. In this step, students are expected to publish their written articles in a journal, thereby achieving a tangible outcome from their learning experience.

Among the interview participants, Burhan demonstrated a distinct teaching approach. He taught speaking and research on ELT subjects. In our conversation, Burhan chose to illuminate his instructional journey, specifically detailing his implementation of OBE principles within the subject "Research on ELT" for fourth-semester students. He underscored a recurring

strategy he employs across his subjects – that of encouraging students to draw learning from articles with the eventual objective of producing and publishing their own written pieces.

Burhan's pedagogical focus hinges on cultivating tangible outcomes. At the onset of each session, he tasks his students with writing articles fit for journal publication, forming an integral facet of the learning and evaluation process. As a starting point, Burhan directs his students to explore well-crafted scholarly articles. His guidance emphasises, "I ask students to look both the content and the authors of the articles they selected." He postulates that this approach nurtures a sense of role modelling, hoping that students will identify these authors as inspirational figures, adopting their motivation and accomplishments in writing. Furthermore, Burhan encourages students to initiate communication with these selected scholars, which he believes contributes to enhancing their communication skills.

With these foundational steps accomplished, Burhan argued that students can independently compose their own research-based or review articles. This endeavour may be undertaken individually or collaboratively. Once the writing process concludes, students are required to submit their compositions. Burhan assumed the role of reviewer and editor, refining the submissions before they were forwarded to academic journals for potential publication. Burhan mentioned instances of past students who have successfully seen their work published and cited within academic circles despite not yet completing their undergraduate studies. Figure 6.4 encapsulates Burhan's practices of the OBE curriculum in his classroom throughout the subject semester.

6.3 Chapter summary

This chapter has outlined how lecturers implement the OBE curriculum in their classrooms, starting from designing the subject outlines, developing the learning outcomes, and enacting the subject outlines into teaching activities. The first section outlines how lecturers design subject outlines within the OBE curriculum, including the integrated components. Data from 27 pieces of documentation shows that participants widely adopt identical templates, leading to uniform subject outline components. Nevertheless, five participants used different templates, resulting in differences in certain components and their naming. Interviews were conducted to investigate how participants engage with the four critical components of subject outlines: designing learning outcomes, selecting learning materials, determining teaching strategies, and crafting assessments and rubrics. The data uncovered three distinct approaches to formulating

learning outcomes: aligning learning outcomes with study program-defined outcomes, adopting study program-prescribed outcomes, and independently constructing without aligning to the study program outcomes or duplicating and reusing subject outlines/learning outcomes from other lecturers. The selection of learning materials and topics demonstrated four different approaches. These are reliance on personal expertise, alignment with learning outcomes, integration of real-life contexts, and utilisation of textbooks. In the context of selecting teaching strategies, participants primarily employ three strategies: project-based learning, case study-based learning, and collaborative learning, with project-based learning being the most prevalent. OBE assessment practices predominantly involve product-based evaluations complemented by presentations, although a minority of participants assess students using intangible, real-world tasks. The development of rubrics, a vital aspect of assessment, is relatively constrained, with few participants creating specific rubrics, and limited evidence of rubric usage in subject outlines. However, four participants made notable efforts, including creating and adopting rubrics, while one participant expressed intentions for future rubric development.

Table 6.1 is the summary of the second section. The table compares the different participant groups based on their classroom activities and assessments in implementing the OBE curriculum.

Table 6.1 Summary of lecturers' activities and assessments in implementing OBE

Participants Group (number of participants)	Classroom activities	Assessment	Model of teaching
Group 1 (23 participants with 7 participants as the examples described in this chapter).	Lecturer explanation of theories and active student engagement in the classroom, followed by project-based learning and student presentations, with two examinations during one semester.	• Active participation in class and presentation. • Middle and final semester examinations. • Assignment as tangible products.	Model 1 (refer to Figure 6.1).
Group 2 (2 participants).	Lecturer explanation, discussions, question-and-answer sessions, and completing exercises throughout the semester, with two examinations during one semester.	• Active participation • Middle and final semester examinations.	Model 2 (refer to Figure 6.2).

Participants Group (number of participants)	Classroom activities	Assessment	Model of teaching
Group 3 (1 participant).	Lecturer explanation of theories and active student engagement, fostering collaborative learning, and emphasising students' skills development.	Throughout the semester, in a cyclic process.	Model 3 (refer to Figure 6.3).
Group 4 (1 participant).	Projects-based learning with tangible outcomes: - Project 1: Students search and analyse articles based on their interests - Project 2: Students imitate the writing styles of authors and engage in communication - Project 3: Students write an article based on research or literature review - Project 4: Students publish the article in a journal	Tangible products include writing and publishing articles.	Model 4 (refer to Figure 6.4).

The following Chapter 7 will contain a chapter presenting data related to research question 3, which discusses the factors hindering and supporting the OBE implementation.

CHAPTER 7. CHALLENGES AND SUPPORT FOR OBE IMPLEMENTATION

This chapter addresses the third research question: What are the challenges and recommended supports reported by ELT lecturers? Survey and interview data were analysed to answer this question, and the results are presented in two main headings. Section 7.1 presents the findings on factors hindering the implementation of the OBE curriculum. Additionally, Section 7.2 discusses the recommended supports reported by ELT lecturers for effective policy implementation.

7.1 Factors hindering the implementation of the OBE curriculum

This section presents data on the hindering factors reported by ELT lecturers in implementing the OBE curriculum in higher education in Indonesia. It begins with data from the survey, followed by data from the interviews.

7.1.1   Survey data

a. Closed-ended questions

This section presents the findings of a survey to investigate the hindrances encountered by ELT lecturers during the implementation of OBE. Participants were asked to rate the difficulty of seven aspects related to OBE on a scale that ranged from 'extremely difficult' to 'very easy'. The table provides an overview of the lecturers' responses, categorised into difficulty levels with the statements given and supported by both numerical counts and percentage distributions. The survey findings distinctly indicate that a majority of respondents perceive the hindrances across all items as falling under the 'moderate' difficulty level. Notably, the highest incidence of difficulty emerged in two areas: changing subject outlines to align with the OBE curriculum (26.6% reported as difficult and 5.1% as extremely difficult) and assessing students based on OBE principles (21.4% reported as difficult and 11.2% as extremely difficult).

Table 7.1 Challenges in implementing OBE based on closed-ended surveys

Items	n=	Extremely Difficult	Difficult	Moderate	Easy	Very Easy
1. Understanding the concepts of OBE	632	26 (4.1 %)	107 (16.9%)	352 (55.7%)	131 (20.7%)	16 (2.5%)
2. Designing subject outlines based on OBE	632	32 (5.1%)	168 (26.6%)	330 (52.2%)	86 (13.6%)	16 (2.5%)
3. Designing learning outcomes	632	30 (4.7%)	158 (25%)	315 (49.8%)	108 (17.1%)	21 (3.3%)
4. Designing learning materials based on OBE	632	30 (4.7%)	163(25.8%)	322 (50.9%)	105 (16.6%)	12 (1.9%)
5. Selecting appropriate teaching strategies based on OBE	632	31 (4.9%)	137(21.7%)	323(51.1%)	122(19.3%)	19 (3%)
6. Enacting the OBE within the classroom setting	632	68 (10.8%)	120 (19%)	301(47.6%)	129(20.4%)	14 (2.2%)
7. Assessing the students based on OBE.	632	71 (11.2%)	135 (21.4%)	299 (47.3%)	112 (17.7%)	15 (2.4%)

b. Open-ended questions

The findings presented above were enriched by additional insights gained from open-ended questions. The study identified eight principal factors that served as hindrances to the adoption of OBE, as indicated in Table 7.2. Predominantly, lecturers' proficiency and cognisance levels emerged as the foremost challenge, representing in excess of 32.78% of the overall coding, amounting to 207 references. Participants expressed challenges related to comprehending the principles of OBE and how to implement them (P172). They also faced difficulties in composing learning outcomes (P375) and subject outlines (P80), formulating suitable teaching strategies (P189), organising learning materials (P64), and assessing student achievements (P185). Moreover, participants noted that entrenched traditional teaching perspectives and practices hindered the transition from a lecturer-centred approach to an outcome-based one (P53, P38). The substantial workload of lecturers emerged as another influential factor (P158, P194). Additional barriers encompassed limited awareness, a lack of dedication, and enthusiasm to implement OBE optimally (P192, P592, and P180).

Table 7.2 Factors hindering the OBE implementation based on open-ended surveys

Sources of challenge	Total references	Examples of coding
Personal professional barriers	207	• Lack of understanding of OBE and how to design a lesson plan using OBE (P80). • Teachers' awareness, especially my understanding of the new curriculum, is still low (P180). • Not all teachers/lecturers are ready to work hard to implement OBE (P286). • Time management issues. I am pressured and overburdened with tons of administrative load, not to mention the publish or perish regime (P432).

Sources of challenge	Total references	Examples of coding
		• Teachers' understanding of the definition of OBE, its characteristics in teaching, and how to use OBE is a challenge. Most lecturers at my university have difficulties understanding OBE (P172).
Universities	130	• The system at my university does not support teachers in implementing the OBE curriculum. This makes it confusing to design subject outlines and implement the curriculum in my classroom. The university should change the system, including the staff and culture, so that teachers can implement it effectively. The leadership also needs to shift their mindset from traditional to modern practices (P88). • Sometimes, the collaboration between the university, lecturers, students, and facilities is not well-prepared, so the outcomes can't be maximised (P188). • Poor curriculum implementation in the university. The difficulties hindering OBE implementation include teaching practices, the gap between teachers' expectations and reality, evaluation issues, and a lack of administrative support (P284). • There is no detailed information about OBE; the university just tells us that OBE is the new curriculum and that we have to change it (P313). • The university is not ready for the change, so when teachers start to adapt to this new curriculum, the university does not support us well (P459).
Infrastructures, facilities, and resources	112	• The facilities regarding the policy and facility do not support the implementation of OBE (P7). • The resources and funds are inadequate to change the curriculum if we really want to implement the proper curriculum, also teachers have anxiety about doing many responsibilities (P51). • My university has limited resources and infrastructure (P341). • Insufficient support in the form of training, and infrastructure (P378) • I think we still have poor facilities and infrastructure (P406).
Authorities or the government	59	• The government's policy on curriculum change was inconsistent (P179). • There are many curricula released by the government (P232). • The curriculum design and the policymakers' commitment are still unclear • The coming of new curriculum terms and government policies that aren't supportive of OBE (P4). • The government is not clear with many curriculums introduced (272).
Students	52	• Issues with the quality of intake and their limited experience (in a small city, the students' quality is not as good as the students in the town), and motivation to work independently (P292). • The background of the students I taught—they tended to just do the task as it was without exploring deeply. It got worse when they resorted to cheating using internet sources (P428). • Changing students' mindsets during the OBE process and making them realise its benefits (P216). • The readiness of students' competence, especially those enrolled in private universities (P140).

Sources of challenge	Total references	Examples of coding
		• Students have no clear idea of what they want to learn and achieve (P390)
Complexities of OBE	34	• This OBE seems confusing or unclear as to what differentiates it from the previous curriculum (P87). • Designing the learning outcomes, which are complex statements of the primary skills, knowledge, attitudes, abilities, and proficiencies the learner will "own" at the end of the study (P130). • Not all courses naturally align with OBE objectives. I never strictly adhere to a rigid OBE curriculum; I select what I think is appropriate. This also depends on the nature of the subject. For example, OBE is not suitable for Post-Structuralism and Deconstruction subjects. I partly consider OBE when selecting materials for the Interculturality subject (P382). • Because OBE is still open to multiple interpretations (P433). • The OBE concept itself is confusing, so the challenge lies in making it understandable and applying it in practice (P467).
Financial constraints	22	• Issues with infrastructure, financial support, and leadership roles (P149). • Financial matters and inadequate support from the university itself (P368). • Insufficient financial and support systems from leadership, government, and the workplace environment (P363). • It is hard to get financial support from my university if I want to join OBE workshops (P453). • Limited financial support from the university for teachers' development (P474).
Stakeholders	16	• We lack information about the trends in particular skills needed to survive in the job market related to the field of ELT (P334). • Lack of synergy among all relevant stakeholders, and a lack of willingness from employers to seriously implement OBE (P421). • I think there is no significant difficulty in implementing OBE since all elements on campus have already worked together to design and implement the OBE curriculum. The main challenge is synchronising curriculum elements with market needs. However, this can be addressed by optimising tracer studies and building good communication with the market (P293). • Most scholars, teachers, lecturers, and industry professionals do not deeply understand OBE, leading to poor communication among them due to individual needs. They do not see the essence of collaboration (P389). • Lack of involvement from stakeholders, and for the English department, it is unclear what "stakeholders" means (P593).
Total references	*632*	

The universities where lecturers were employed emerged as the second most significant hindrance to the implementation of OBE, comprising 20.57% of the documented references. The predominant issue was the lack of compatible educational system changes alongside the

OBE curriculum transition, leading to inadequate management by several universities (as mentioned by P88, P327, and P459). Lecturers faced administrative burdens due to a shortage of human resources and insufficient support from administrative staff (P233, P284, and P309). Leadership also posed a substantial challenge, with 19 references indicating unsupportive policies and insufficient assistance for lecturers during the OBE implementation process (P23 and P101).

Furthermore, approximately 17.72% of participants identified a lack of infrastructure, facilities, and resources as a significant barrier to the implementation of OBE in their teaching. For example, the scarcity of resources, including IT support and OBE guidelines, hindered lecturers from effectively implementing OBE and providing quality education to their students (P256, P198, and P250). Another example is the lack of training or workshops on OBE (P378), which made it difficult for lecturers to understand the concept (P172), as well as the unstable systems for preparing the implementation of the OBE curriculum (P56).

A total of 59 (9.34%) survey responses indicated that authorities or government factors also hindered the implementation of OBE. The responses criticised the inconsistency of government curriculum policy, leading to confusion and challenges for lecturers. For instance, P179 noted, "the government's policy on curriculum change was inconsistent." Other participants mentioned that the government frequently introduced new curricula (P232, P272).

Student-related factors also hampered OBE implementation, as evidenced by 52 (8.23%) coded responses. Predominant issues included students' limited awareness of independent learning and motivation (P81, P292, and P441), posing challenges for lecturers aiming to adopt a student-centred approach and attain desired learning outcomes. Additional hurdles encompassed students' struggles in adapting to the new curriculum (P383), managing classroom diversity (P194), coping with large class sizes (P74), and addressing low student aptitude (P140).

The complexity of OBE emerged as an underlying challenge based on 34 coded responses, or 5.38% of the total survey, indicating various interpretations and the necessity to formulate intricate learning outcomes (P433, P130). Other participants mentioned that the OBE curriculum was unclear, as P87 noted, "OBE is confusing and unclear, and what makes it different from the previous curriculum" and as P467 noted, "The OBE concept itself is confusing, so the challenge lies in making it understandable and applying it in practice."

Another factor mentioned by participants as a hindrance to OBE implementation was financial constraints, with 22 codes or 3.48% of the total participants. For example, participants noted a lack of financial support for lecturers to attend OBE workshops (P453) and professional development opportunities required for successful OBE implementation (P474).

Finally, stakeholders were the last factor hindering OBE implementation, with 16 codes or 2.53% of the total survey. Participants mentioned that collaboration with other institutions or industries remained a significant issue (P16). This issue is characterised by limited understanding and communication among scholars, lecturers, and industry members, resulting in ineffective partnerships (P389) and a lack of information about the jobs demand for ELT graduates (P334).

7.1.2   Interview data

The analysis of interviews conducted with 27 participants concerning the hindrance encountered during the implementation of OBE revealed the emergence of four significant factors hindering lecturers, as illustrated in Table 7.3. These four factors represent overarching themes covering various subthemes the participants identified. This section will expound on these findings.

Table 7.3 Factors hindering the OBE implementation based on interviews

Factors	Number of participants	Total coding
Personal professional barriers	24	102
Infrastructure-related constraints	22	56
Teaching and learning context	15	37
Students' attitudes	10	18
Financial constraints	7	8

7.1.2.1   Personal professional barriers

The research findings showed that personal and professional barriers were the primary hindrances to OBE implementation, as cited by lecturers. In this context, personal professional barriers refer to attitudes or problems stemming from lecturers' professionalism in implementing OBE, such as their limited understanding of OBE, willingness to adapt to OBE, or personal concerns related to their professional duties. These specific aspects are detailed in Table 7.4 for reference.

Table 7.4 Personal professional barriers

Factors	Number of participants	Total coding
Lack of understanding	14	30
Put theory into practices	14	28
Diverse perspectives among lecturers about OBE	10	14
Unwillingness	7	12
Discrepancy between the subject outlines and the teaching practices	7	8
Administration overload	5	7
Innovation unawareness	2	2
A deficiency in collaboration among lecturers	1	1

a. Lack of understanding

The data reveals a prevalent issue among participants: a widespread lack of understanding regarding the OBE curriculum. This lack of comprehension poses substantial challenges to effective curriculum implementation across various institutions, regardless of their location or size. This issue transcends regional and institutional boundaries, affecting smaller universities and larger institutions, as well as those in leadership and non-leader positions.

Many lecturers have voiced concerns about their limited understanding of the OBE curriculum. Veli, a co-head of the English program at a private university in Surabaya, East Java, noted that "many lecturers still do not understand the OBE curriculum." She emphasised that without this fundamental understanding, effective implementation is unattainable, especially considering lecturers have a pivotal position in curriculum changes. Indriani, the head of a language centre at a state university in Medan, similarly stated, "there is actually very little knowledge about the OBE curriculum." Herny, who holds a position as a dean of Education at a private university in Papua, highlighted that despite the government introducing the OBE through workshops, "most of the higher education lecturers did not fully understand about OBE." Aryin, a lecturer at a state university in North Kalimantan, captured the shared concerns among his colleagues: "We still find it hard to understand OBE, what OBE is. The challenge is to make our students understand the materials using the new curriculum. We try to implement OBE, but we have to understand what OBE is." Desia, from a private university in South Sumatra, highlighted a transitional misunderstanding where some campuses still use INQFs despite the shift to OBE. The perception of OBE as a challenging curriculum to comprehend was also voiced by Asyam, from a private university in South Sulawesi, who believed "it needs really hard work to understand this curriculum."

This challenge is not isolated to individual experiences but is a shared struggle across institutions. Deny, a lecturer from Jambi, observed that "some universities are still struggling to understand what OBE is and how to integrate it into the curriculum." He noted that both lecturers and policymakers are still working on their understanding and often lack the time to discuss its significance and characteristics comprehensively. Raharjo further emphasised the broader impact, noting that "scholars, educators, lecturers, and industry do not understand OBE well. Communication can't run well among them to meet individual needs. They do not see the essence of collaboration for OBE."

b. Theory into practice

A majority of participants additionally cited challenges in OBE implementation stemming from the complexities of translating theoretical concepts into practices. Berthe, a curriculum developer and a state university lecturer from Yogyakarta, had some thoughts on this. "Lecturers transition the concept to OBE, yet not everyone comprehends the underlying meaning. Moreover, a crucial aspect is that not all lecturers possess the technical understanding of its implementation—this encompasses tasks like structuring outlines and classroom implementation" he posed. The practical application of OBE concepts in teaching presents another layer of difficulty. Raharjo, a head of the English program at a state university in West Java, also pointed out the challenge in understanding the OBE concept "in applying the OBE into teaching." This opinion was mirrored by Yadip, a dean of Education faculty at a private university in Lampung, who admitted to being "not familiar with OBE concepts when using it in the classroom" and struggled to integrate them into teaching even though he understood the purpose and the definition of OBE. Yulaika, a head of English program at a private university in Sidoarjo, East Java, provided a detailed account of the issue:

> Lecturers must understand what INQFs, OBE, and *Merdeka Belajar* are. If lecturers do not know these things, the learning process won't work. It will just be teaching, going home, giving grades, and that's it—no difference from before using OBE. But if the lecturer understands what OBE, INQFs, and *Merdeka Belajar* are, they will feel responsible for helping students learn how to obtain the skills. Lecturers will know how to assess the students, choose the strategies, and design the lesson plan. However, I still don't understand how to use this OBE correctly. I just rely on my assumptions when teaching with OBE, and I got those assumptions from the workshops. Honestly, I have attended many workshops, but I still don't understand.

Deny suggested that the practices in the classroom phase present a formidable challenge. "The previous curriculum is easier" he started. " Because with OBE, we have to design specific skills

and knowledge that are really needed, and maintain contact with the outside world, with the workplace." Deny further juxtaposed this with the curriculum employed prior to OBE, where the need for individual outcome design was absent, given that every competency had already been established by the department.

Imelda, from a private university in Bali, acknowledged that OBE concepts appeared straightforward and accessible during her participation in OBE workshops. However, when it came to actual implementation, she remarked, "Complexity emerged. It was genuinely challenging." She further expounded on the underlying reasons for this implementation difficulty. She clarified that her struggle did not arise from a lack of OBE understanding. Instead, the challenge stemmed from the incongruity between theoretical constructs and the practical demands within her university. For instance, Imelda illustrated the variance between the seemingly uncomplicated government-mandated subject outline format and the university-prescribed format, which she found to be intricate due to differing points of emphasis. Imelda also expressed a favourable view of the idea of OBE but believed that the university was not fully prepared to embrace it. She remarked, "The notion of OBE is excellent, but the university 'cannot accept it yet, not fully accepted yet."

Other participants who discussed the challenges of implementing OBE in practice included Indriani, who noted, "It seems easy to conduct... when we put this into practice, it is not as easy as what we think." Similarly, Teti, from a private university in South Kalimantan, stated, "To implement…that's so difficult." Yunia echoed a similar response, saying, "Theoretically is good. I can understand this, but in practice it creates a lot of problems." Rina, a participant from a state university in Central Java, emphasised that what truly matters is not the theory, but how it is applied in the classroom. She suggested incorporating direct practical examples into the OBE curriculum rather than exclusively providing theory. Yulaika linked lecturers' difficulties in translating theory into practice to their inadequate understanding of OBE concepts and other factors such as facilities, funding, and other complex aspects. She emphasised that without proper preparation, the implementation of OBE can indeed be challenging.

c. Diverse perspectives among lecturers about OBE

Lecturers' varied perspectives emerged as a recurring theme, identified by many participants as a significant impediment to implementing OBE. Aryin's statement, "We have different perspectives," underscored this notion. In fact, Aryin extended this perception, noting that

divergent viewpoints regarding OBE were not confined solely to lecturers but extended to university policymakers as well. According to Aryin, these disparities disrupted the conducive environment required for OBE implementation. He emphasised that these differences seemed endless, with no clear consensus on how the concept of OBE should be uniformly applied.

Baharji, a lecturer from a state university in East Java, also expounded on the perceptual disparities surrounding OBE between the government and lecturers' interpretations, saying "The paradigm or the policies issued by the government is often misinterpreted by lecturers.". Berthe contributed to the emergence of these misinterpretations of the complexity of the term "outcomes." He also voiced criticism, asserting that the OBE concept formulated by the Directorate General of Higher Education "should have been developed in a comprehensive, complete, and simplified manner." Fitrah elaborated on the divergent perspectives within his team-taught subject, involving two other instructors. He pointed out the challenges of aligning viewpoints, attributing the difficulty to the reluctance of some lecturers to embrace curriculum changes. Fitrah provided an illustrative example: "I personally integrate the learning outcomes, but my colleagues prefer using learning objectives."

On the other hand, Herny viewed the differences in interpretation among lecturers to the varying concepts presented in workshops by different speakers. She also linked these differences to the uneven workshop opportunities available to lecturers, as not all lecturers have equal access to government and/or university-sponsored workshops. Herny illustrated, "Typically, those sent to workshops hold certain positions, such as study program heads." In contrast, Raharjo held a different perspective. He acknowledged the quality of workshop speakers yet expressed puzzlement over the subsequent divergence in interpretation among lecturers. He remarked, "The speakers in workshops are proficient, but it's confusing how the interpretation varies when received by lecturers."

d. Unwillingness

Some lecturers, like Burhan, pointed out lecturers' unwillingness to adapt to curriculum changes, stating "It might be our own issue, perhaps laziness." Deny highlighted a psychological barrier hindering the shift to OBE, noting that resistance to implementation was more about awareness than understanding. He stressed the challenge of altering lecturers' mentality towards embracing new approaches, noting "The problem lies in lecturers' willingness to accept something new; they are resistant to change. Even if workshops are repeatedly provided, they remain unimplemented due to unwillingness." Liam presented his

perspective, stating that his university's facilities, colleagues, academic environment, academic staff, leadership commitment, and IT support were already good. However, he emphasised the need to raise awareness among lecturers to be more productive and think critically. Liam said, "It's the era of curriculum where we teach students to think critically, but how can that happen if many lecturers still can't think critically themselves?" Yulaika shared her experience as a department leader, expressing frustration with lecturers' reluctance towards curriculum changes. She said:

> My co-workers who only teach are willing to join workshops, but sometimes they miss the information. I don't know why—they don't have a sense of belonging. They say they understand, but their implementation is zero.

Raharjo echoed a similar perception, saying,

> The difficulty of implementing it... fighting laziness... We're in our comfort zones, so we don't want change. When I'm in my comfort zone, I teach the same subject every year, and I've already memorised the materials or activities. I just repeat them. I don't need to study again to teach the same thing every year. I do it over and over. And there are no demands from students, as long as they get "A"s in our subjects. The students don't protest if we give them all good grades. When the curriculum changes, we have to learn something new, and we don't want to. We don't want to learn the new curriculum—OBE, INQFs, Merdeka Belajar. My colleagues don't care about that.

e. The Discrepancy between subject outlines and teaching practices

Baharji recounted how he diverged from the written subject outlines while instructing students, explaining, "This happens because my students haven't reached a level where I can take them to more advanced material, so I lower the grade level, even if it doesn't align with the lesson plan I created. So, I teach more flexibly, depending on the students." Sofas encountered a similar predicament, attributing his deviation from the outlines to the students. He illustrated, "I anticipate students achieving outcome A, but they fall short, so I adjust the outcome to a B." Crist candidly admitted, "At times, I don't teach what I've written. Sometimes, before teaching, I have a new idea. I don't follow the outlines—I teach based on my immediate thoughts before entering the class. I just go with it." Similarly, Yadip remarked, "Designing subject outlines is already a significant challenge, let alone implementing them.

Moreover, they sometimes differ from the actual teaching." Yulaika shared a more extreme experience: "Yes, I often make adjustments. A lesson plan is just a plan, but reality can be dynamic, depending on the situation. There's simply too much to cover in what's planned.

Sometimes class time falls short, and I end up teaching additional topics beyond the classroom."

f. Administration overload

Numerous participants, including Veli, recounted their experiences of grappling with extensive administrative tasks related to OBE, consuming copious amounts of their time. Veli specifically highlighted the taxing aspects that occupied her thoughts and time, stating, "Developing subject outlines to meet OBE requirements is not simple. Everything needs to be detailed, clear, and precise, including the LOs, sub-LOs, and materials. It's very time-consuming." Rina, from a state university in Central Java, also attributed her lack of full understanding of OBE to her heavy workload. She stressed the importance of at least aligning subject outlines with OBE principles as a minimal compliance measure. Raimond, a lecturer from a state university in North Sulawesi, shared his perspective: "This isn't simple, so we need to allocate more time for it". Herny concurred, expressing similar concerns regarding the burgeoning administrative workload, particularly in detailing outcomes, remarking, "My difficulty lies in finding the time to elaborate on the outcomes." Fitrah also encountered the same challenge of overwhelming administrative duties, particularly in developing materials and strategies rooted in OBE. He observed, "It's time-consuming when we attempt to craft materials and devise strategies to achieve the outcomes." Baharji shared a comparable experience, indicating that, in his view, OBE's curriculum document development necessitated extensive preparation, characterised by rigid expectations. He emphasised, "We rely on numerous documents, which can hinder actual teaching. There's excessive document preparation, often without full implementation."

g. Innovation unawareness

Two lecturers highlighted the challenge of innovation unawareness hindering OBE implementation. One lecturer candidly acknowledged her lack of awareness in innovating OBE practices, while another lecturer expressed frustration with colleagues' lack of creativity, particularly in subject outline design. Nurkhasanah, a lecturer from a private university in central Jakarta, openly admitted, "Honestly, when I create the subject outlines or lesson plan, I mostly replicate it from others. I tried to develop my own, but it's quite intricate. The learning outcomes? I need to design all aspects: knowledge, general skills, specific skills, attitudes, and values. It's complex." In contrast, Raharjo detailed how he constructed his own OBE curriculum by using external sources as references. However, he expressed dissatisfaction with

fellow lecturers who "simply copy and paste the subject outlines without using the references as examples and adapting them to fit our university's requirements."

h. A deficiency in collaboration among lecturers

Crist, a participant from a state university in Maluku, emphasised the lack of collaboration as a challenge in developing, comprehending, and implementing the OBE curriculum. He acknowledged that this absence of collaboration had become a cultural norm at his campus, with each lecturer primarily focusing on their own subjects. However, he advocated for a shared responsibility to ensure that all subjects align with OBE principles. He stressed the potential negative impact on students' learning when lecturers do not support each other, stating, "The students feel the effect, and their learning outcomes suffer."

7.1.2.2   Infrastructure-related constraints

An important factor frequently mentioned by participants in the interviews is infrastructure.[25] Infrastructure refers to school systems' structures, facilities, and resources to enhance teachers' instructional efforts and support their formal and on-the-job learning (Shirrell Matthew et al., 2019; Hopkins and Spillane, 2015). In classifying the interview findings, this study will use the definition of infrastructure that includes structures, facilities, and resources as described by those authors.

Participants identified eight infrastructure-related constraints affecting the effective implementation of the OBE curriculum policy (see Table 7.5). The eight constraints identified in this study are a lack of teaching facilities, lack of preparedness in the curriculum transition system, lack of guidelines, communication problems, excessive use of terminology, inadequate monitoring, lack of parity, and absence of internet access.

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[25] The concept of infrastructure is broad and varied. Some scholars define it narrowly as physical facilities such as IT, internet, electricity, and university facilities (e.g., Nijkamp, 2000). Others define it more broadly, including not only physical facilities but also structured routines and instructional coaches (e.g., Shirrell et al., 2019), knowledge networks, communication, and resources (e.g., Walter Buhr, 2003) that can significantly impact the quality of teaching and learning.

Table 7.5 Infrastructure-related constraints in OBE implementation

Factors	Number of participants	Total coding
Lack of teaching and learning facilities	9	13
Lack of curricular support and resources	7	15
Lack of curriculum guidelines	6	10
Communication problems	5	8
Excessive terminology usage	4	7
Inadequate monitoring	3	7
Lack of parity	2	2
Lack of internet access	1	1

a. Lack of teaching and learning facilities

The adequacy of infrastructure to support teaching facilities was predominantly reported by participants as a challenge in terms of physical resources. At least nine participants encountered difficulties in this regard. This response was echoed by Crist, who remarked, "We lack the infrastructure to fully implement OBE in my teaching activities." Dwane shared a similar perspective: "My university still has limited infrastructure and facilities, which might not fully support technology-based learning, a part of OBE." Nurkhasanah highlighted the absence of certain facilities in her study program, stating, "We don't have any language laboratory. It does not make sense." Yulaika linked the lack of instructors' understanding of OBE with insufficient facilities. Ferdy also emphasised this issue: "One of the problems, as I explained before, is about facilities."

b. Lack of curriculum support and resources

Participant insights reveal the lack of preparedness in the curriculum transition system responsible for accommodating curriculum changes and/or the system designed to introduce the OBE curriculum, which has been an intricate issue that hinders its effective implementation. Asyam believed this issue is compounded by political factors, leading to abrupt shifts in curricula and leaving lecturers grappling with the swift transitions between different curriculum frameworks. Similarly, Burhan highlighted the intertwining challenges within the system and political dynamics. He underscored that incorporating curriculum changes appears linked to projects, contributing to the system's lack of readiness when the curriculum was introduced. This issue is vividly illustrated by the experience of Baharji, a lecturer who voiced concerns about the curriculum changing too rapidly, making it difficult for lecturers to align their teaching practices accordingly, saying:

In 2012, OBE was introduced as the descriptors of INQFs, making our curriculum OBE-oriented since then. However, to run the OBE, the government released a *Merdeka Belajar* program. We often feel frustrated due to their impact on the curriculum. These programs require credits from various subjects, removing students from the opportunity to engage with those subjects. For instance, this program takes 20 credits from the curriculum, which should have been allocated to around 10 subjects. This results in students not fully participating in those subjects and still obtaining credits, which I find quite ridiculous. The system is not ready, we are not happy with this.

c. Lack of curriculum guidelines

Participants also indicated that the absence of guidelines or examples for teaching using OBE hindered their implementation of the approach. They expressed concerns about the lack of clarity regarding the specific OBE approach being used, which OBE concept is being applied in Indonesia, and the structure of subject outlines based on OBE principles. They argued many lecturers struggled to find examples of how to apply the OBE curriculum in their classrooms (Aryin, Asyam, Dwane), locate literature on OBE practices in Indonesia (Ferdy, Lazzari, Dwane), and access guidelines for creating subject outlines in line with OBE principles (Ferdy and Imelda). An illustrative statement from Lazzari is as follows:

We have problems because there are no guidelines. I'm really worried about getting the right idea behind this OBE thing. It's blurry, you know. They brought in OBE, but there aren't any clear guidelines to help us, the lecturers. It's a big issue. How are we supposed to put it into action without proper help? All we have are those slides from the workshop speakers. What can we really do with just the slides?

d. Communication problems

The lack of effective communication between lecturers and program study chairs, whether direct superiors or university authorities, hinders the implementation of the OBE curriculum. Participants elaborate that communication from their superiors or universities regarding workshops is notably weak and poorly coordinated. Consequently, participants often find themselves uninformed about crucial OBE curriculum-related information. They express a strong desire to participate in workshops but face obstacles due to the lack of information accessibility, as invitations are typically directed to the universities, or they encounter restricted access to attend workshops. Furthermore, participants note that when invitations to OBE workshops are extended, universities frequently designate only the heads of their respective programs as attendees. Moreover, participants express disappointment in the program heads, as they often do not disseminate the materials of these OBE workshops as expected.

This is as stated by the following participants. Nurkhasanah emphasises deficient top-down communication, stating, "lack of top-down communication, lack of practice support." Asyam underscores institutional shortcomings, noting, "The first I think is the institution give the model, socialise the curriculum well." Similarly, Desia stated, "The head of the study program doesn't come down to the lecturer." Fitrah from East Java shares her initial confusion about the changing curriculum but proactively seeks information from various sources to grasp the new approach's essence, underlining the need for accessible knowledge due to the lack of information from the heads of study programs about OBE after the workshops. Indriani from Medan laments the absence of proper socialisation and comprehensive workshops to prepare lecturers for OBE implementation: "Yeah. For example, if you want us, the lecturers, to implement the OBE curriculum, come on—give us a three-month internship or workshop with some good speakers. The real ones who truly understand OBE."

e. Excessive terminology usage

The use of many technical terms during curriculum changes creates difficulties for participants in putting OBE into practice. Indriani pointed out that these numerous terms are at the root of lecturers' struggles, saying, "So we find ourselves confronted with a barrage of terms." Additionally, Indriani explained that she is confused about distinguishing the core curriculum from the various programs developed to support the new curriculum. Raharjo from West Java underscores the confusion caused by multiple terms and their varying formats, stating, "People get confused when the terms are changed with a different name, like from INQF to OBE or *Merdeka Belajar*, even though the content is actually the same." This perception is confirmed by Veli from East Java, who emphasises the need for a clear conceptual understanding of terms like OBE, INQFs, and *Merdeka Belajar* within the political and educational systems. Additionally, Raharjo highlights the lack of familiarity with OBE among lecturers, a concern that hampers successful implementation. In light of these challenges, simplifying terminologies and enhancing educators' understanding emerge as crucial steps in facilitating effective OBE integration.

f. Lack of monitoring

Three participants indicated that the system for implementing OBE is not yet fully developed, primarily due to a lack of clear monitoring mechanisms to assess the progress of universities and lecturers in adopting OBE. Veli noted that, while her university has a department tasked with monitoring curriculum changes and reviewing subject outlines, she noted that, "the bureau

isn't functioning as it should to ensure that the subject outlines are properly developed as it should because they need to fully understand OBE before evaluating our lesson plans." Imelda also pointed out the presence of experts at her university who were responsible for monitoring OBE implementation. She expressed uncertainty about whether her understanding aligns with the university's expectations, stating, "From my understanding, my university asked me to do things differently from what I learned in the workshops, so I'm not sure if my understanding is correct. And nobody could actually tell me, like, 'Okay, this is correct.'" Raharjo succinctly summarised the issue: "The most significant challenge is in evaluation—there's no monitoring."

g. Lack of parity

According to participant insights, the challenge of parity in implementing OBE emerges as a significant concern. Hailing from Southeast Sulawesi, Ferdy emphasised the government's role in providing educational equity, stating: "As I said before, as long as the government does not provide educational equality, the concept will remain just a concept." This perception was endorsed by Indriani from Medan, who highlighted the regional disparities in education provisioning: "Sometimes, education is just centred in certain parts of Indonesia, like Java. When it comes to regional areas, unfortunately, it is not as well provided. For example, the government may conduct seminars or workshops mostly in Central Java, but they should also be held here. "

h. Absence of internet

Several participants, especially those working outside of Java, have raised concerns about the limited availability of internet facilities. For instance, Ferdy, from Southeast Sulawesi, mentioned the facilities as an issue, especially the Internet saying "It is the biggest problem in the district." Furthermore, he connected this issue to his desire to independently learn about OBE, remarking, "we want to learn on our own, seeking out literature on OBE. But, we lack reliable internet access, which hinders their efforts. So, as I said before, a concept remains just a concept without the necessary resources."

7.1.2.3   Teaching and learning context

The teaching and learning context also emerges as a significant factor that poses challenges to lecturers when implementing the OBE curriculum. The challenges reported by participants include heavy workloads, inconsistent subject delivery, and large class sizes (see Table 7.6).

Table 7.6 Teaching and learning context

Factors	*Number of participants*	*Total coding*
Heavy workloads	6	12
Inconsistent subject delivered	2	6
Large-class size	1	2

a. Heavy workloads

At least six participants reported facing challenges in implementing OBE due to their lack of time, energy, and mental capacity to adapt to the new curriculum. This is primarily attributed to the numerous responsibilities that come with their roles as lecturers. Burhan stated: "The tasks of a lecturer are already too numerous, so sometimes it's difficult to find time to read the new curriculum." Crist also acknowledged that while he could learn about OBE through the web, he felt hindered by time limitations due to being overly busy with materials and strategies, focusing on students, and lacking substantial chances to search into the curriculum. Herny confirmed the same response, stating, "I have no time, maybe because I'm busy fulfilling my documents for the lecturer certification program." Lazzari attributed this challenge to routine requirements, including publishing articles, community service, and reporting duties, all of which left little time for learning about new aspects such as the new curriculum. Lazzari further expressed that the heavy teaching workload prevented him from exploring new things like this new curriculum.

Similarly, Rina and Yulaika faced the same challenge, both mentioning that they lacked time to fully understand the OBE curriculum. Rina shared, "I realise I didn't have enough time to study more, and OBE demand more on lesson plan," while Yulaika highlighted, "The challenge is time management, yes, an overload teaching. I am teaching 30 credits in one semester. I can't do anything but teach, can't do anything but teach. I teach every day until night, every day until 9pm."

b. Inconsistent subject delivered

Participants also faced challenges in implementing OBE, namely the program coordinator's practice of frequently changing the subjects they handle every semester. This concern was reported by Crist, who struggled to effectively develop his teaching instruments due to the constant reshuffling of his subjects with each new academic year. He pointed out that this practice could negatively impact students, leading to what he described as "resulted in inefficiency in students learning, inefficiencies in student learning, as students struggle to follow the lessons effectively. "Crist added, "It's not actually a problem if there is collaboration or good communication between lecturers." Providing a more detailed illustration, Crist explained:

> What I mean is, if I'm teaching listening, I should be focused on that subject, even if the year or semester changes. If I teach the same subject in subsequent years, the material can either be repeated or further developed. But the program coordinators or department heads often change my assigned subjects. I face this situation at my university, and it affects the way I teach. Other lecturers experience the same issue, and it's challenging for them to deepen their understanding of the OBE curriculum when we're still confused by the frequent changes in our teaching assignments. And I think this situation impacts both myself and the students.

Imelda, who teaches writing subjects, has expressed concerns regarding the lack of consistency in the subjects she instructs, particularly because she does not teach writing subjects sequentially from semester 1 to semester 4. According to her, this poses a challenge when it comes to formulating comprehensive learning outcomes and monitoring students' progress in writing. Here is what Imelda had to say:

> It's like my confession, if I get the same students from semesters 1, 2, 3, and 4, I'm really happy because I teach writing across all four semesters. I can refine my writing instruction so that, by the end, I can focus on one thing. But I can't always do that. I don't have that power to ask teaching writing across semesters. For example, in semester one I have class A, in semester two, I have class B, in semester three, I have class C, and in semester four, I have class A again. So in my subject outline for writing from semester one to semester four, I haven't really put it in steps. Sometimes, students still don't know how to write sentences or paragraphs.

c. High class size

While only one participant reported that a challenge in implementing OBE is the high number of students in a class, this aspect cannot be dismissed. Crist highlights that he faces the constraint of having too many students in his listening class, stating, "In one class I have fifty to sixty students, I cannot make it, I cannot teach listening effectively as what the outcomes

expected." When asked about the specifics of dealing with a large number of students while implementing the OBE curriculum, he elaborates, "Actually, this is a long-standing issue, even though we don't use the OBE curriculum. But with OBE, outcomes and detailed assessments per student are demanded. I think I can't do that for a large number." When Crist is asked about challenges in teaching activities or strategies, he responds, "Well, I haven't found a good format for teaching listening to a large number of students."

7.1.2.4 Students' attitudes

In regard to hindrances stemming from the university environment, participants predominantly pointed to students' attitudes as a prominent concern. Approximately 10 participants highlighted issues related to students' attitudes that hindered the effective implementation of OBE. These concerns centred around three main aspects: students' limited readiness to adapt to the OBE curriculum, a lack of motivation to enhance learning engagement, and difficulties in managing study time within the university context.

The challenge of addressing students with limited capabilities upon entering university was particularly evident among instructors at both private institutions and state universities outside Java. Andra's observation encapsulated this sentiment as he noted, "Students frequently come to our university with a low background in abilities, notably in English." This perspective was mirrored by Lazzari, who similarly noted that "Most students who attend our universities have low ability." Crist elaborated on the complexities of aligning the OBE curriculum with the diverse student backgrounds, expressing, "It's incredibly challenging to prepare students for active participation, especially when their proficiency in the English language is lacking." Crist also raised questions about students' motivation to enter the English program without a substantial background in the field. Imelda shared a similar perception: "My concern lies in the students' readiness for the OBE curriculum, as they exhibit a lack of confidence."

7.1.2.5 Financial constraints

Data analysis highlights participants' voices on the financial constraints hindering OBE implementation. They provided statements illuminating the complexities of budgetary limitations and their influence on OBE goals. Many participants believe that implementing OBE requires both physical and managerial facilities, which demand a substantial budget. However, the reality is that many lecturers face challenges in terms of these facilities, indicating

that the budget may not be sufficient to support the implementation of this OBE curriculum change (Andra, Berthe, Baharji, Liam, Yulaika). To illustrate the financial constraints more specifically, Desia points out that they can significantly affect lecturers' ability to implement the OBE curriculum effectively. She mentioned, "I only attended one OBE workshop because I had to pay for the registration myself, and I still don't have my teaching certification, so I don't receive additional income from the government." On the other hand, participants like Crist and Raharjo raise concerns about financial issues related to salaries. According to them, many lecturers receive below-standard salaries, leading to divided attention and a preference for seeking additional income through other jobs rather than dedicating time to learning a new curriculum.

7.2 Factors supporting the OBE implementation

This section further answers research question 3: What factors of support are necessary for English lecturers to overcome the challenges? To answer this question, surveys and interviews were conducted. First, this section presents the data from the survey, followed by the data from interviews.

7.2.1 Survey data

Data from the survey revealed trends among lecturers in overcoming challenges with the right support (refer to Table 7.7). This study looked at what actually helps lecturers overcome hurdles in implementing the OBE and found some key factors that resonate with lecturers from diverse backgrounds. One standout trend is the strong importance of having leaders who are committed to making positive changes. More than half of the participants, about 53%, said this was crucial. Another significant trend is the need for useful resources like information, guidelines, and workshop facilitators. About 17.2% of respondents put this at the top of their list.

Creating a supportive work environment, including helpful colleagues, administrators, and IT support, was also noteworthy, with 11.2% of lecturers highlighting its importance. The survey also showed that having the right infrastructure – powerful and reliable technology, internet access, and suitable facilities – is a significant trend that 8.5% of lecturers value highly. Financial support for lecturers' development emerged as an important aspect as well, with 5.5% of lecturers recognising its importance in helping them face challenges in implementing OBE.

A notable discovery was the crucial role of good teaching and learning conditions. This covers things like class sizes, the ratio of students to lecturers, and the overall learning environment. A substantial 2.2 % of educators see this as a major factor. Communication also played an important role, with almost 2.1% of lecturers emphasising the need for good communication between leaders and lecturers.

Table 7.7 Support factors in implementing OBE based on surveys

Items	n	Choice order						
		1	2	3	4	5	6	7
1. Leaders' commitment to change	632	338 (53%	105 (16.6%)	105 (16.6%)	34 (5.4%)	22 (3.5%)	16 (2.5%)	12 (1.9%)
2. Resources (information, curriculum guidelines, workshop facilitators, etc.)	632	109 (17.2%)	188 (29.7%)	107 (16.9%)	87 (13.7%)	87 (13.8%)	48 (7.6%)	6 (0.9%)
3. Supportive working environments (leaders, colleagues, administrators, IT support, environment, etc.)	632	71 (11.2%)	47 (7.4%)	64 (10.1%)	66 (10.4%)	80 (12.7%)	143 (22.6%)	161 (25.5%)
4. Infrastructure (IT, internet, electricity, university facilities, etc).26	632	54 (8.5%)	131 (20.7%)	160 (25.3%)	118 (18.7%)	83 (13.1%)	65 (10.3%)	21 (3.3%)
5. Financial support for lecturers' development	632	35 (5.5%)	69 (10.9%)	110 (17.4%)	203 (32.1%)	88 (13.9%)	49 (7.8%)	78 (12.3%)
6. Conditions of teaching and learning (large classes, classroom spaces, pupil-lecturer ratios, etc.)	632	14 (2.2%)	12 (1.9%)	29 (4.6%)	44 (7%)	101 (16%)	160 (25.3%)	272 (43%)
7. Communication among both leaders and the lecturers	632	13 (2.1%)	83 (13.1%)	58 (9.2%)	78 (12.3%)	170 (26.9%)	148 (23.4%)	82 (13%)

7.2.2 Interview data

Based on the interview data, participants require five factors to assist them in overcoming challenges during the implementation of the OBE curriculum (see Table 7.8). These factors will be outlined in this section, accompanied by statements from participants, both indirectly paraphrased and directly quoted.

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[26] In this survey, infrastructure refers specifically to the physical facilities provided by the university. This definition narrows the general understanding of infrastructure to facilities because people commonly interpret infrastructure in this way. Additionally, the statements in the survey need to be more narrowly defined than the questions in the interviews.

Table 7.8 Support factors in implementing OBE based on interviews

Factors of support	*Number of participants*	*Number of codes*
Resources	19	60
Infrastructure	12	20
Leaders' commitment	9	12
Supportive working environment	8	12
Financial support	5	10

7.2.2.1   Resources

The factor that emerged most directly from the interviews was the participants' strong emphasis on the significance of resources to facilitate their adaptation to the OBE implementation process. These resources include effective professional training and clear curriculum guidelines for implementing OBE.

a.   *Effective professional training*

Participants emphasised a strong demand for extensive and well-structured professional training, such as workshops, seminars, or extended training sessions focused on OBE. Participants consistently called for in-depth workshops and extended training sessions to ensure that lecturers not only understand the theoretical aspects of OBE but also have opportunities to practice and reflect on their implementation. This need for professional development is seen as crucial for the successful adoption and integration of the OBE curriculum in educational institutions. The participants highlighted various statements. Dwane articulated the necessity for support beyond their universities, specifically from the government. She mentioned, "We need support not only from our university but also from the government. For example, we need workshops specifically focused on OBE. At my university, we have very few workshops, seminars, or training sessions about OBE." This reflects a broader call for structured, focused workshops that delve deeply into OBE principles and practices.

Indriani stressed the importance of substantial training experiences, suggesting, " If you want us lecturers to implement the OBE curriculum, then give us something like a three-month internship or workshop with knowledgeable speakers who truly understand the topic. Not just activities where we gather without any real purpose." Her statement underscores the demand for longer-term training with knowledgeable speakers who thoroughly understand OBE instead

of superficial or cursory sessions. Nurkhasanah identified workshops as the most effective method to involve all lecturers and ensure they are well-informed about OBE. She stated, " Workshops are an effective way to get all lecturers involved and informed, so that the OBE curriculum can be implemented across all subjects and departments in this institution. Yes, workshops are the best way."

Yadip offered a detailed perspective on the training process, advocating for a multi-phase approach that includes classroom training, on-the-job training, and reflective practice. He explained:

> I think more training sessions and dissemination from educational experts in OBE are needed. The training shouldn't just be a one-day session; it should include in-class training, on-the-job training, and then a return to the classroom for further training. This way, lecturers can learn the theory, have the chance to implement it in practice, reflect on what they've done, and get feedback from peers and trainers. Comprehensive workshops or training sessions are necessary for participants to gain a full understanding and develop the required skills

Basically, the participants stated that they had attended workshops on the OBE curriculum. Various organisations have organised these workshops, including the Indonesian government through the Higher Education Services Institutes, associations related to English language education study programs, and the universities where they are employed. This has been the case since the introduction of OBE up to the present. The participants have expressed their belief that the workshops conducted thus far have been limited to introducing the curriculum adopted as OBE, the rationale behind the employment of the OBE curriculum, and the definition of OBE.

However, these workshops have not clearly presented the fundamental principles of OBE or the practical methodologies for its implementation. As per the participants' perspectives, the absence of workshops that could comprehensively enhance their understanding of OBE has resulted in challenges in aligning their perceptions with the governmental expectations concerning OBE. Imelda's narrative serves as an illustrative example, wherein she outlines the disparities in perceptions among herself, workshop presenters, governmental authorities, and her university. These divergent viewpoints have posed difficulties in the accurate implementation of OBE within her classroom. Imelda further portrays that these disparities have led her into a dilemma, compelling her to navigate between adhering to the insights shared

during workshops and abiding by the directives from her program's academic leadership, saying:

> You might understand the concept of OBE, but it can be a dilemma if your colleagues, university leaders, or department heads have a different interpretation of the OBE curriculum. You're left wondering which is correct - your understanding or theirs. It's important to have support so that all academic staff at your university share the same understanding of the OBE curriculum.

Continuing the discourse on effective professional training, another factor emerges as participants expressed an anticipation for collaborative workshop initiatives in conjunction with foreign universities. This tendency arises from their belief that the conceptual underpinnings of OBE find their origins in adaptations from overseas school contexts. As such, they expect to learn about OBE from universities in other nations that have effectively implemented the approach. Two examples of participants' statements below provide insight into this perspective:

> The government should be open to collaboration with universities from other countries, such as sending lecturers for short courses or inviting visiting lecturers to talk about OBE. Learning from other cultures can help us adopt effective practices. Every lecturer should have some foreign experience in implementing OBE. So far, the workshops I've attended have only been local and online (Aryn).

> Observing classes at a university abroad where they've successfully implemented OBE could be really helpful. Seeing how they do it in the classroom and getting real examples of subject outlines using OBE would be beneficial (Indriani).

b. Clear curriculum guidelines

A second resource factor highlighted by participants was the need for clear curriculum guidelines to implement OBE. Participants expressed their need for precise, accurate, and comprehensive guidelines that would serve as a dependable compass to navigate them in the correct implementation of OBE. The expected guidelines include models of OBE-centric subject outlines, encompassing detailed descriptions of intended learning outcomes, pedagogical strategies, and methodologies for student assessment within the OBE approach. Indriani affirmed the significance of such guidelines, asserting that: "With well-structured guidelines either from university or government, there is a same perception between lecturers, leaders, and other relevant stakeholders. I mean, this alignment will support us on a coherent and on-the-track path in the way we implement the OBE." Similar responses are confirmed by Herny, who asserted, "We need a legal document. It is like the guideline to implement OBE and policies."

Participants also explain the rationale underpinning the significance of guidelines, driven by their observation that the implementation of OBE at the lecturer level demonstrates considerable heterogeneity. The disparities in understanding OBE are not confined solely to variations between different universities but also to discrepancies among lecturers within the same faculty. For instance, Fitrah illustrated:

> So, I'm teaching speaking in a team with two other lecturers. What is interesting is that, without proper OBE guidelines, we all end up doing our own thing when creating subject outlines and teaching in class. For instance, I'm using the term "outcomes," but two of my colleagues are using "learning objectives." If we had clear guidelines, it could bridge this gap, show us the correct approach, and ensure we're all on the same page.

Baharji drew a connection to the absence of guidelines with the implementation of the *Merdeka Belajar* program, an integral facet of OBE. He underscored that the implementation of that program negatively impacts students' learning experiences. He articulated:

> Right now, we have a lot of freedom, but the guidelines are blurry. We're not really sure how much freedom students should have in their learning. What kind of freedom are we talking about here? This lack of clarity is causing issues with the curriculum and how we usually teach. It's clear that we need well-defined guidelines for lecturers, like a map that tells us exactly where to go.

7.2.2.2   Infrastructure

A second factor in facilitating the implementation is infrastructure. Infrastructure in this context refers to three key components highlighted by participants: physical resources to back the new curriculum, a structured system for integrating and establishing OBE in higher education, and equitable standards across different provinces.

a. *Physical resources*

Those participants who emphasise are lecturers from private universities (Andra, Dwane, Nurkhasanah, Raharjo, and Veli), alongside one lecturer from a state university outside Java (Crist). Their viewpoint reveals inadequacies in their respective institutions' teaching and learning facilities. These shortcomings hinder their ability to effectively prepare teaching processes and support optimal student learning experiences on campus. For instance, Nurkhasanah highlighted the absence of a suitable language, stating, "I hope that I will get a laboratory because as we know that the function of the English laboratory is not only for

learning... but for other things, which in any case will help lecturers implement OBE." Veli underscored the significance of supportive faculty facilities, considering the weighty responsibilities of implementing the OBE curriculum. She remarked, "Providing facilities, lecturer support, and more resources... implementing OBE is not easy; need more responsibility and it is very expensive, Bu Restu, to shape students capable of doing a lot based on the outcomes. This is not that simple. We need to put in effort." Furthermore, Crist's perspective centred on university access to reputable journals and publishers, which would enable him to access and study OBE information from credible online sources.

Furthermore, participants emphasised the necessity for equitable distribution of educational facilities across the entire province, particularly in private universities outside Java. The participants asserted that the persistence of such disparities hinders the implementation of curriculum policies. Baharji and Ferdy illustrate this point:

> There's a significant gap between students from outside Java and those from Java. When the OBE program was implemented, lecturers here struggled to handle students from outside Java who weren't well-prepared for the experience of studying at big universities in Java. The disparities in facilities, lecturer resources, student preparedness, and other factors contribute to this challenge. There needs to be a system in place to bridge the gap in students' experiences before they begin their 30-credit semesters at these larger universities (Baharji).

> As long as the government does not provide education equity, the concept of OBE will remain just that a concept. There's a gap between universities in cities, districts, and rural areas, and private universities don't receive the same level of funding as state universities. How can OBE aim to get all graduates on the same level when students are getting different kinds of educational experiences? (Ferdy)

b. Structured system for OBE implementation

A structured system is pivotal for the successful implementation of OBE. Participants emphasised the need for a well-coordinated approach that includes well-defined procedures, a dedicated bureaucracy, and continuous monitoring to support the effective implementation of the OBE curriculum. The lack of such a system has led to diverse perspectives and interpretations of OBE among lecturers, highlighting deficiencies in planning, implementing, and monitoring the OBE curriculum.

Participants stressed the need for a dedicated bureaucracy specifically tasked with managing curriculum changes. As Imelda noted, "I think, for the implementation, we need some kind of bureaucracy to manage the process of the curriculum change." Baharji articulated this further:

> ...if there are issues in the implementation, who can be directly contacted on the government side, who is responsible from the university side, and who is responsible from the program study side until the OBE is really settled. It shouldn't be only the head of the study program who has the responsibility for everything. Yes, the study program must take this responsibility, but there should be a special task force for this curriculum change because it's a big change.

The need for comprehensive planning was another key point. Ferdy suggested that "to support lecturers, the government should make an independent team to plan the change and further observe the educational issues, especially in the district, not just in the city." Imelda highlighted the importance of unified understanding and planning at all levels:

> They don't have the same understanding as we do. So, I think we need to ensure that everyone at the university, from top to bottom, shares the same concept. What we need is proper planning, either at the government level or the university level. I believe my university needs to take a step back and replan for the correct implementation.

Lazzari pointed out the need for a robust management system to ensure consistent policy implementation: "The government or universities should step back, reshape the curriculum, and prepare the system first. If the system to implement OBE is good, lecturers will have the same interpretation."

Continuous monitoring was also highlighted as essential for the effective implementation of OBE. Rina emphasised the need for monitoring by saying:

> I haven't seen any monitoring yet. Because this system is crucial, you know, so that we can tell whether we're doing things right or not. Because I'm not very confident in my understanding of OBE, but with monitoring, I would know whether I'm right or wrong.

Berthe reinforced this point, stating:

> Regular monitoring is important. It should be in place to support lecturers who are asked to align their teaching with OBE. Monitoring can also serve as a tool to gather information from us. Then, based on that information, they should be able to analyse how OBE is actually being implemented in the classroom. As far as I know, working with some universities, I haven't seen any monitoring from either the government or the universities.

7.2.2.3   Leaders' commitment

Leaders' commitment, be it at the university level, faculty level, or within specific academic programs, is frequently cited by participants as a crucial supportive factor in implementing OBE. They firmly believed that the success of this new curriculum largely hinges on the commitment of leaders. From the participants' perspective, regardless of the challenges faced, having strong and proactive leaders at the helm can inspire the staff under their purview to actively contribute to the success of OBE. Conversely, they argued that if leaders lack commitment to this curriculum change, it will pose substantial difficulties in its effective implementation. As two participants put it:

> If a leader truly supports OBE, they'll ensure we have good facilities. They'll motivate us and push us to correctly implement OBE (Raharjo).

> My final point is this, if we want to implement OBE, it should start with the top leaders' commitment. The top leaders should be committed, provide the necessary facilities, and offer continuous support to lecturers—not only to understand the curriculum but also continuous support for lecturers. The top leaders in universities or faculty should commit to developing lecturers' understanding of their specific fields, which is crucial because preparing students starts with equipping lecturers with expertise in their areas. That's crucial bu Restu. The university's top leaders should provide the space and support for all lecturers (Veli).

Other participants linked leaders' commitment to financial issues. They understood that curriculum changes inevitably come with significant costs. Thus, they hoped that leaders would not be too economical with finances to prevent overloading lecturers, as expressed by Yulaika below:

> The commitment from the faculty and university heads should include efficiently managing lecturers' workloads. My university is mid-level, so they try to save money by not hiring too many lecturers, while still expecting the work to be done. The workload is high, and they don't want to hire more lecturers for economic reasons. It makes sense, but it's tough

Others connected leaders' commitment to addressing disparities in understanding OBE. They believed that if leaders are strongly committed to change and demonstrate it through actions, not just words, many lecturers will be sent for OBE training. This aligns with what Sofas stated:

> There are many misconceptions about OBE among us. These misconceptions aren't just among lecturers, but also among faculty deans, the rector, and other university leaders. Some of them still misunderstand certain aspects of OBE. If the leaders are truly committed to adopting the OBE curriculum, they will send all lecturers to workshops so that everyone shares the same understanding.

7.2.2.4   Supportive working environment

The data reveal that a supportive working environment is crucial for the successful implementation of OBE. Participants emphasised the importance of a supportive working environment that includes administrative support, mutual encouragement, and flexibility in working conditions to foster professional growth and effective implementation of the OBE curriculum.

Participants highlighted the cultural challenges in Indonesia, such as envy and lack of objectivity, which can hinder professional development. Burhan noted, "Sometimes, lecturers don't necessarily need high salaries, but rather conducive conditions, administrative support, and colleagues who mutually support us, not jealousy." He pointed out that a supportive environment is more important than financial incentives. Crist suggested that the curriculum shift to OBE presents an opportune time for a transformation in academic culture. He stated, "This is the time! We should promote a culture of collaboration and support among lecturers to create a super effective teaching environment." Crist emphasised that a workplace cultivating a supportive culture helps lecturers adapt to new curricula more comfortably.

Deny highlighted government lecturers' difficulties in obtaining permission for professional development activities. He stated, "Giving lecturers the freedom to speak their minds and participate in professional development activities is crucial. We need support from our university to participate in these activities. As government lecturers, it is normally not easy to get permission." He added that the current focus on physical presence at work limits lecturers' ability to develop their skills or gain experience elsewhere. Veli supported this perception, saying, "They talk about OBE and curriculum freedom, but why isn't the same freedom given to lecturers? Support lecturers by giving a positive academic culture. We need to do our duties with trust from our leaders."

Participants also expressed frustration with the underutilisation of remote working and online teaching facilities. Despite technological advancements, universities still require physical presence, which hinders flexibility and the potential for achieving better outcomes. Deny noted, "Currently, lecturers seem to be losing their freedom of expression, and there is a tendency to closely monitor whether they are physically present at work, which limits their ability to move freely, develop their skills, or gain experience elsewhere."

7.2.2.5   Financial support

The data reveals that financial support is a critical factor reported by participants for the effective implementation of OBE. Participants highlighted the crucial need for financial support to ensure effective OBE implementation, including funding for workshops, standardised learning facilities, international programs, and fair compensation for the increased workload.

Desia, a lecturer from a private university in South Sumatra, stated, "We need financial support, at least to pay for the workshops." She explained that OBE workshops were fee-based, and she did not receive financial support to attend them: "I pay myself. That's why I only joined the workshop once." This highlights the barrier that workshop costs pose for many lecturers. Yulaika linked the lack of understanding among lecturers about OBE to insufficient funding for preparing standardised learning facilities. She stated, "This is complicated because the lecturers' lack of understanding is due to inadequate facilities and the lack or no funding allocated to prepare for OBE." This underscores the broader issue of inadequate financial resources impacting the quality of education.

Liam associated funding with the principles of OBE, which require students to be internationally competent and the need for financial funds to support international exposure for students. He explained "Talking about OBE is not only about teaching in the classroom but also about how we can send our students to gain experience studying some credits at other overseas universities. But it needs money, right? So, this program must be supported with good funding."

Participants also pointed out that financial support in terms of their salaries can significantly impact their performance, especially considering the numerous changes required to implement OBE. They argued that their current salaries do not align with the workload associated with OBE. Raharjo illustrated this by saying:

> Lecturers don't want to teach too many credits because the pay is the same whether we teach 2 credits or more. The extra work isn't compensated, so we don't want to teach more than 2 credits. OBE demands a lot from us—we have to design outcomes, and the assessments are complex. We do a lot for this curriculum change. We feel like we're doing ten jobs but only getting paid for three. It's not fair.

Crist expressed a similar concern, noting the need for supplementary income due to low salaries:

> At some point, this has become a typical or classical issue—we have very small salaries, you know. This forces us to find our own ways to earn extra money for our families. Personally, I sometimes have to leave class to do other jobs just to make ends meet. I know we have a lot to do for OBE, even though I don't fully understand it. The university or the government needs to prioritise improving our salaries before implementing the new curriculum

7.3 Chapter summary

This chapter has presented data on the factors that hinder and support lecturers in implementing OBE within higher education institutions in Indonesia. The data were gathered through closed-ended and open-ended survey questions and interviews, providing a thorough overview of these factors.

The survey and interviews' findings offer insights into the challenges lecturers face in implementing OBE. The closed-ended survey results indicate that most respondents perceived the challenges associated with OBE to be of moderate difficulty. However, significant difficulties were noted in adapting subject outlines to align with the OBE curriculum, with 26.6% of respondents finding this difficult and 5.1% finding it extremely difficult. Additionally, assessing students based on OBE principles was challenging, with 21.4% reporting it as difficult and 11.2% as extremely difficult. The open-ended survey responses further highlighted key hindrances, including personal professional barriers, university, infrastructure, facilities and resources, authorities or government, students, complexities of OBE, financial constraints, and stakeholder involvement. The interview data identified five main factors hindering the implementation of OBE: personal and professional barriers, infrastructure-related constraints, the teaching and learning context, students' attitudes, and financial constraints. These factors collectively impede lecturers' ability to effectively implement OBE in their teaching practices.

Data on factors that support lecturers in implementing OBE were also gathered through closed-ended surveys and interviews. In the closed-ended survey, participants were asked to rank factors from most important to least important. The results showed that participants viewed leaders' commitment as the most important factor, followed by resources, supportive working environments, infrastructure, conditions of teaching and learning, and communication between leaders and lecturers. The interview results revealed that participants frequently mentioned resources, infrastructure, leaders' commitment, supportive working environments, and financial support as critical factors facilitating the successful implementation of OBE.

The next chapter presents a detailed discussion of the research findings. This section aims to interpret and analyse the data collected, providing a deeper understanding of the study's implications and significance. By examining the findings in relation to existing scholarly work, this discussion seeks to highlight the contributions and limitations of the research.

CHAPTER 8. DISCUSSION

This chapter discusses the findings of this study. First, Section 8.1 addresses the overarching research question scrutinising whether effecting the Indonesian government's mandated OBE policy has achieved the intended goals from the perspectives of ELT lecturers. The following sections address the three specific research questions regarding the extent to which ELT lecturers perceive and implement the OBE policy in their ELT classroom practices. Section 8.2 discusses ELT lecturers' perceptions of the OBE policy and evaluates the alignment between their perceptions and the official interpretation of OBE by the Indonesian Ministry of Education. Section 8.3 highlights how ELT lecturers develop and enact OBE-driven classroom subject outlines. Section 8.4 discusses the factors that hinder and support the implementation of OBE curriculum policy.

8.1 OBE curriculum policy in Indonesia: Minimal attainment of the aims

The overarching research question sheds light on the extent to which the implementation of the OBE curriculum policy in Indonesia's higher education has fulfilled its intentions. This study focused on the perspectives of ELT lecturers, given their vital roles as the primary implementers of the curriculum. Understanding their views offers valuable insights into the OBE curriculum policy's feasibility, effectiveness, and impact. However, examining policy implementation is intricate, involving numerous interconnected factors and varied interpretations from policy actors (Maguire et al., 2015). To address this complexity, this study employed rigorous research methodologies, including a national survey across 31 provinces (*n*=632) and interviews with 27 lecturers from diverse universities, using their OBE-driven subject outlines as the mediating tools. The results indicated that ELT lecturers perceived the policy's aims were minimally met, with substantial gaps between its expected goals and actual outcomes in practice. Three main findings support this conclusion: the quality of higher education remains stagnant, student competencies are lacking, and graduates are deficient in job-related skills.

According to ELT lecturers, the OBE curriculum has not succeeded in enhancing the quality of Indonesia's higher education. Enhancing the low quality of higher education has been a priority for curriculum reform since the government introduced the Indonesian National Qualification Frameworks (INQFs) in 2012 (Junaidi et al., 2020). However, this issue persists

even with implementing the *Merdeka Belajar* policy in 2020. The data suggest that participants view the policy implementation as ineffective regardless of their teaching experience and roles (see Table 5.15). The analysis further identifies disparities in graduate quality for the same educational level across universities and regions. As explained by a participant, Yadip, there is a substantial gap in the OBE implementation between universities in Java and those outside Java because the former are "close to the government and have more resources to conduct workshops and training" compared to regions like Papua, Sulawesi, and Maluku. As a national curriculum developer, Yadip highlighted considerable differences in "the facilities available at the state versus private universities," particularly regarding their human resources' ability to comprehend and implement new government policies.

This study showed that the implementation of the OBE policy was viewed as less effective in enhancing graduate competencies. It is expected that the policy implementation can equip graduates with knowledge in the relevant fields, attitudes, and practical skills necessary for securing employment or pursuing further higher education. The interview data indicated that 16 out of 27 participants considered that graduates still lack relevant competencies required in the workplace. Berthe detailed that many graduates lacked transferable skills, such as personal and interpersonal communication abilities, teamwork, adaptability, and work ethic. They were also perceived to lack the intellectual abilities to think independently and critically as lifelong learners, making them less competitive in the global job market to thrive in a globalised world (Delors, 1996). The lack of graduate competencies is reflected in Indonesia's low national intelligence quotient (IQ) rate, which has declined to an average score of 78.49, ranking 129th out of 197 countries (https://worldpopulationreview.com/country-rankings/average-iq-by-country).

Additionally, Indonesia's English Proficiency Index (EPI) scores have declined over the past decade, coinciding with the adoption of the OBE curriculum policy. EPI scores dropped from 513 (Moderate) in 2013 to 473 (Low) in 2023, with the lowest point of 453 in 2020 (https://www.ef-australia.com.au/epi/regions/asia/indonesia/). These data strengthen the findings of this study, suggesting that carrying out the OBE policy has not improved graduates' English language proficiency. The lack of intellectual abilities and English proficiency may explain why many graduates are not ready to enter the workforce upon completing their studies.

This study further revealed that implementing the OBE policy has not adequately equipped graduates with the necessary skills and competencies for the workplace. Yadip, who was most

concerned about this issue, mentioned graduate competencies 30 times in his interview. He noted that many graduates lack essential work-related skills and highlighted a gap where "companies struggle to recruit qualified employees,' while many university graduates 'find it difficult to secure employment." This mismatch suggests that the OBE policy has not effectively prepared students for the workforce. This finding helps explain Indonesia's high national open unemployment rate. As of August 2023, there were 7.86 million unemployed individuals, with university graduates comprising 5.18% of this total (BPS, 2023). Despite disruptions from the COVID-19 pandemic, this figure underscores a concerning trend among university graduates, who are expected to bring innovation, adaptability, and practical skills to the workforce (Indrawati & Kuncoro, 2021). The results indicate a need for higher education institutions to better align graduate learning outcomes (GLOs) with industry and societal needs. Equipping students with relevant work-related skills could improve their employability, enhance their competitiveness in the global job market, and contribute to national economic development (Asim et al., 2021; Rao, 2020; Shaheen, 2019).

Drawing on the overview above, it is possible to conclude that the Indonesian government-mandated OBE policy has achieved the aims of that policy to a limited extent. While progress has been made in a few aspects, such as standardising LOs (Wahyuningtyas et al., 2022), providing lecturers with more opportunities for professional development (Zulfikar et al., 2022), and offering students more flexible and self-regulated learning opportunities (Manurung et al., 2024), numerous fundamental problems remain unsolved. The Indonesian proverb '*Jauh panggang dari api*,' which literally means 'the grill is far from the fire,' highlights how the OBE policy implementation falls short of expectations, if not considered a failure.

The findings of this study differ from the majority of previously published research, which suggests that the implementation of the OBE policy in Indonesia has been smooth and has improved the quality of higher education (Allo et al., 2024; Purwaningtyas & Fatimah, 2020; Rahayu et al., 2021; Wijaya, 2020). One possible explanation for these divergent results is that most published studies evaluated policy implementation solely based on the availability of curriculum documents, with less analysis of whether LOs were appropriately designed in alignment with OBE principles. The presence of OBE-driven subject outlines is often taken as evidence of successful policy implementation and vice versa. Consequently, critical factors such as lecturers' perceptions of policy implementation, the inherent complexities of designing LOs, and the enactment processes within educational institutions were overlooked (Prøitz et al., 2023). This study investigated ELT lecturers' perceptions of the government-mandated

OBE policy implementation (intended curriculum) and how they applied it in practice (enacted curriculum).

The findings of this study align with Maguire et al.'s (2015, p. 485) conclusion that policy implementation is "a more fragile and unstable process" than typically portrayed in policy analysis and implementation studies. The implementation of the OBE policy in Indonesia's higher education has been formalised through several regulations, initially introduced in 2014 with Ministry of Education (MoE) Regulation No. 49/2014 and subsequently amended three times: in 2015 (MoE Regulation No. 44/2015), 2020 (MoE Regulation No. 3/2020), and 2023 (MoE Regulation No. 53/2023). On the one hand, these amendments indicate the dynamic nature of policy implementation, reflecting continuous review and adaptation to align with evolving societal needs and workplace demands (Stacey & Mockler, 2024). On the other hand, these also showcase that the implementation of the OBE policy has not fully achieved the government's targets over the past decade.

The findings of this study are also consistent with previous research indicating that policy implementation is a complex process influenced by multidimensional factors affecting its success or failure (Braun et al., 2011). The efficacy of the OBE policy is heavily influenced by lecturers' perceptions and interpretations of curriculum regulations and guidelines. Lecturers who thoroughly understand OBE principles and are committed to enhancing instructional processes and outcomes are more likely to implement the policy effectively. In contrast, a lack of understanding or commitment can lead to poor policy implementation. As evident in this study, lecturers' difficulties in understanding and defining clear, measurable LOs have adversely impacted the effectiveness of the OBE curriculum policy (see Section 8.3).

This study further supports Braun et al.'s (2011) conclusion that policy implementation is closely tied to contextual variables. Factors such as university characteristics (e.g., types, intake, locale), professional contexts (e.g., lecturer commitment, experience, and leadership), material conditions (e.g., budget, facilities, technology, and staffing), and external influences (e.g., government support, pressures, and expectations) impact the enactment of the OBE curriculum (see Section 8.4), leading to varied implementation across universities and regions. Additionally, social, cultural, and emotional constructs of policy implementation and political nuances play critical roles in shaping policy enactment, as respectively discussed in the following subsections 8.1.1 and 8.1.2

8.1.1   Social, cultural, and emotional constructions of policy enactment

This study reveals that policy enactment involves a multifaceted process that goes beyond merely implementing regulations or guidelines. Enacting the OBE policy is not as simple as integrating directives into new curriculum documents and applying them in daily practices. Maguire et al. (2015, p. 486) argue that policy enactment involves a complex interplay of "social, cultural, and emotional constructions and interpretations." Socio-cultural factors influence the interactions and relationships among stakeholders, making policy enactment dynamic as these factors either hinder or support the process. Additionally, the extent, degree, and speed of policy enactment depend on policy actors' emotional responses, relevance, and readiness. These elements shape how the OBE policy is interpreted, accepted, and implemented in Indonesia's higher education system.

Policy enactment occurs within a socio-cultural frame where societal norms, values, and behaviours influence the process. In Indonesia, social relations are typically characterised by collectivism and strong communal bonds (Susilo, 2022). These social values are embodied in the practice of *gotong royong*[27] or cooperation. This tradition emphasises communal effort and collective responsibility through helping each other, making decisions together, and respecting others (Latifa & Mahida, 2024). These shared values are evident in ELT lecturers' active participation in disseminating the OBE curriculum. Such value shapes the collegial nature of higher education, fostering interdependency and collaborative work. It encourages a concerted effort from the academic community to support policy implementation, ensuring the rapid dissemination of the OBE policy across the country.

The spirit of *gotong royong* is also evident in establishing the English Language Education Study Program Association (ELESPA)[28]. ELESPA was formed in response to government regulations mandating the implementation of OBE, with one of its primary aims being the development of standardised LOs. ELESPA members, who are ELT lecturers from diverse universities and regions, voluntarily collaborate by exchanging insights and best practices to develop these outcomes. This collaborative nature signifies collective endorsement and

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[27] Gotong royong is a fundamental aspect of Indonesian culture, representing a traditional practice of communal cooperation and mutual support. This concept reflects the essence of working together to reach shared objectives, frequently in community activities or public projects. For instance, villagers may collaborate on building a neighbour's house or maintaining village infrastructure. Contributions vary based on individual capabilities, with some offering manual labour, another participant providing meals for the workers, and others supplying materials or financial resources to complete the task.

[28] ELESPA is also known as APSPBI (*Asosiasi Program Study Pendidikan Bahasa Inggris*)

optimism towards OBE. This approach to policy implementation fosters a collective understanding and support system crucial for navigating educational policies (Slikkerveer, 2019).

Furthermore, the enactment of the OBE policy is influenced by cultural constructs, which determine its alignment with existing values, beliefs, and practices. As presented in Section 2.1, Indonesia is home to over 300 ethnic groups, 700 local languages, and six major religions (Marshall, 2018). The diversity of cultures has influenced the perception and integration of the OBE policy within various cultural settings, leading to variations in implementation across different regions and institutions. For instance, universities in regions with strong Islamic traditions, such as Aceh and universities under the Ministry of Religious Affairs, incorporate OBE principles in ways that align with Islamic educational values, integrating religious teachings with LOs. Similarly, in regions with a strong indigenous presence, such as Papua, OBE is adapted to respect and incorporate local customs and traditions, ensuring that LOs remain relevant and culturally sensitive.

Cultural diversity is also evident in communication styles. For example, there are notable differences in communication styles between the Batak tribe from North Sumatra and the Javanese people. In Batak culture, direct and assertive communication is highly valued, symbolising honesty and resilience (Hasibuan & Alfikri, 2022). On the other hand, Javanese counterparts often employ indirect communication styles, including when expressing disagreement or refusal, to respect the interlocutor's feelings and maintain harmony (Susilo, 2022). These cultural constructs affect policy implementation, as lecturers from the Batak culture tend to express their genuine feelings more straightforwardly and openly towards policy implementation compared to their Javanese counterparts. However, due to limited data regarding ethnic diversity and potential mobility among lecturers nationwide, further research is needed to explore this relationship comprehensively.

The Indonesian society places a strong emphasis on respect for elders and authority figures. This value is prominent especially in Javanese culture, which comprises over 40% of Indonesia's population. Society upholds politeness in social interactions, adhering to appropriate speech levels and ethics known as *unggah-ungguh*[29] (Arfianingrum, 2020;

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[29] The Javanese speech system includes three levels: *ngoko, madyo,* and *krama*, with *krama* being the most respectful form. This highest honorific register is typically used by younger individuals when speaking to their parents or elders, and by subordinates when addressing their managers or employers. Politeness in non-verbal

Nuryantiningsih & Pandanwangi, 2018). This cultural value of respect manifests in compliance and obedience to authority, positively impacting the implementation of the OBE policy. Students and faculty show respect to senior lecturers and administrators, facilitating a smoother OBE implementation.

However, this value can also hinder open discussion and critical feedback, as individuals are often reluctant to express disagreements or unpleasant feelings. Many ELT lecturers simply accept policies without questioning or engaging in critical analysis, while others remain apathetic. Such an attitude contradicts the professionalism expected of lecturers and can hinder innovation, undermine professional autonomy, and overlook potential weaknesses or undesirable consequences of policy implementation. This complex interplay is reflected in ELT lecturers' high rate of qualified endorsements of the OBE policy implementation (see Section 5.1.2).

The Javanese construct of *'nrimo'* can help explain the high lecturer endorsement rate for OBE implementation. This philosophy refers to acceptance or resignation, embodying an attitude of accepting one's fate or circumstances with inner peace and without complaint (Allifa & Nurwardani, 2023). The cultural construct has been linked to employee behaviours, such as significantly correlating with job satisfaction (Murwaningsih et al., 2021) and providing positive energy during organisational change (Allifa & Nurwardani, 2023). The findings of this study reveal that this cultural construct has both positive and negative effects on OBE policy implementation. On the one hand, it positively influences ELT lecturers' support and compliance with the policy, even if they are not fully in agreement. With this acceptance mindset, lecturers are less likely to resist or challenge the OBE policy, thus making it easier for policymakers to introduce and enforce new regulations. On the other hand, the acceptance inherent in *nrimo* can lead to passive compliance among lecturers, resulting in superficial adherence to the policy without meaningful implementation or impact and leading to a lack of critical feedback and constructive criticism.

Moreover, emotional constructs are crucial in policy enactment, influencing ELT lecturers' attitudes, motivations, and behaviours towards policy implementation. These constructs encompass individual and collective feelings in response to policy changes, reflecting the

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communication is reflected through some behaviours such as speaking softly, never arguing, bowing and avoiding direct eye contact, and refraining from using critical/taboo words. Violating these social norms is seen, to a great extent, as disrespectful (Susilo, 2022).

personal and interpersonal dynamics involved in policy implementation. As emphasised by Maguire et al. (2015), policy enactments are contingent and fragile social constructions that depend on the perspectives, values, and positions of different policy actors. This study has found that ELT lecturers' emotional responses to the OBE policy are mixed. Most educators feel enthusiastic and empowered by the new autonomy to design curricula that align with national standards, leading to its enactment in their classroom practice with innovative instructions such as project-based learning. However, other lecturers feel anxious or resistant due to numerous reasons, including unfamiliarity with OBE principles, frequent curriculum changes, and additional responsibilities and administrative tasks. Lecturers with optimistic responses are likely to drive more successful progress in integrating OBE into classroom syllabi and instructional delivery than those who are resistant or sceptical (Fullan, 2023). Besides, power relationships between senior administrators and faculty members also heavily influence how new policies are received and implemented. This study found that less experienced lecturers exhibit policy dependency and high levels of compliance, relying heavily on interpretations from senior lecturers and administrators, as indicated by previous research (Maguire et al., 2015). With their broader perspectives and decision-making capacities, senior lecturers and administrators are perceived to have more comprehensive interpretations and better implement policies.

8.1.2 Political influences on policy implementation

This study underscores the profound impact of political agendas, interests, and power dynamics on implementing OBE policy. Political nuances are apparent in the frequent establishment of curriculum policies in higher education, often linked to changes in leadership within the MoE. As criticised by the participant, Berthe, "A new [Education] Minister always introduces a new policy and changes the curriculum," highlighting a lack of continuity and stability in the education system. The existing curriculum initiatives are driven more by political motives than genuine educational reform goals. This perception aligns with the historical trends, showing that Indonesia's higher education curriculum changes typically occur on a five-year cycle, coinciding with presidential elections or cabinet reshuffles (Tim K-Dikti, 2014). Consequently, the frequent issuance of new curriculum policies has left lecturers overwhelmed and reluctant to fully implement OBE, thereby restricting innovation and quality in instruction (Phelokazi, 2016).

The political nuances are further evident in the appointment of the education minister and officials in Indonesia's higher education. Lecturers are concerned that individuals lacking relevant educational backgrounds often fill these crucial roles. In recent instances, the MoE has been led by politicians and businessmen who seem to lack educational expertise and pedagogical knowledge. It is perceived that current policies are predominantly influenced by business interests, prioritising objectives aligned with business-oriented goals rather than addressing fundamental issues in higher education. Baharji, a senior lecturer participant, highlights that policymakers often draw on "their personal business experiences" to shape university reforms and LOs while neglecting "the unique context of Indonesia's universities." According to lecturers, political influences permeate all stages of policy-making, from agenda-setting to implementation, involving elected officials, interest groups, and bureaucrats who negotiate and compromise. As argued by Prøitz et al. (2023), this issue potentially led to conflicts of interest, resulting in ongoing instability and confusion among lecturers in implementing OBE policies.

Another critical concern raised by lecturers is the impact of political ideologies on the implementation of the OBE policy, particularly regarding Islamic education. While integrating a religious approach into education is seen as positive, instilling values and morals aligned with religious teachings, Thobani (2007) highlights potential drawbacks. He points out that if an Islamic perspective is limited to the realm of education, it may lose its profound spiritual and moral significance, which has been a source of inspiration for Muslim communities over centuries. Furthermore, he argues that allowing educational institutions significant ideological freedom could potentially be exploited by extremist groups to further their own ideological goals. This concern is particularly pertinent for lecturers, as political ideologies, especially when intertwined with religious rhetoric, may divert certain groups from genuine educational objectives to their own political interests.

Political factors greatly contribute to lecturers' hesitance to fully embrace the OBE policy. Despite professing adherence to the OBE curriculum, lecturers often do so to fulfil regulatory requirements rather than genuinely adopting the new approach. As noted by participant Lazzari, lecturers feel compelled to accept curriculum changes and enact them in their classes, even when they feel unprepared. Consequently, a situation arises where lecturers claim to enact OBE, but in practice, they continue relying on their old curriculum. This underscores a notable gap between compliance with regulations and genuine acceptance of the new educational paradigm.

8.2 ELT Lecturers' perceptions of OBE curriculum policy

The first specific research question explores ELT lecturers' perceptions of the OBE curriculum policy in Indonesia's higher education. It aims to understand their views on OBE as a core curriculum approach, its suitability for implementation in higher education, and its impact on teaching practices. The study found that most ELT lecturers have positive views on the OBE policy and consider it suitable for implementation in Indonesia's higher education. Data shows that nearly 90% of the surveyed respondents (n=632) support the OBE policy, with just over half expressing strong agreement. This conclusion is further supported by interview data, which indicate broad acceptance of OBE among lecturers as a valuable framework that enhances their teaching practices.

Lecturers attribute the widespread acceptance of OBE to its alignment with contemporary learning needs, particularly its focus on the real-world application of knowledge and skills. OBE is seen as effective in equipping students with the competencies required for the workforce, enhancing international competitiveness, and promoting social adaptability. This perspective aligns with Spady's OBE framework (1994), which emphasises the curriculum's role in preparing students with the skills, knowledge, and attitudes essential for both professional and societal success. Additionally, it supports the strategic goals of Indonesia's higher education reform, which aims to improve graduate competencies, international competitiveness, and global standards (Agency of Education Sector Analytical and Capacity Development Partnership, 2016). As noted by interview participant Veli, OBE benefits students by enabling them to "develop skills and competencies," self-evaluate "their learning progress", and clearly see improvements in "their knowledge and abilities before and after the learning process."

According to ELT lecturers, OBE can potentially enhance student engagement and achievement by focusing on measurable LOs. They believe that OBE fosters a more student-centred and productive learning process. This approach places students at the core of the educational experience, fostering greater responsibility for their learning and promoting independence (Berutu et al., 2022). Student-centred learning allows lecturers to tailor instruction to accommodate diverse student needs and learning paces, employing experiential learning, blended learning, and project-based learning methods. This flexibility and self-regulated learning opportunities align with the goal of the *Merdeka Belajar* policy in Indonesia

(Junaidi et al., 2020). By embracing OBE, lecturers perceive that LOs become more measurable and achievable, clearly defining what students should know, how they can apply their knowledge, and how they demonstrate their understanding.

The lecturers' positive perceptions of OBE policy implementation align with this finding and are relevant to Spady's OBE framework (2020) and the global discourse. The adoption of OBE has been recognised for its transformative potential across diverse contexts (Botha, 2002; Daudau, 2010; Donnelly, 2007; Lixun, 2013; Tungpalan & Antalan, 2021). For instance, Lixun (2013) and Tungpalan and Antalan (2021) observed favourable attitudes and strong commitment among lecturers to enact it within English departments in Hong Kong universities. Furthermore, Botha (2002) underscored OBE's significance in improving education quality and empowering learners in South Africa, while Daudau (2010) highlighted its lifelong learning benefits in the Solomon Islands.

The acceptance of the OBE policy among ELT lecturers can be attributed to socio, cultural, and emotional influences. As previously discussed in Section 8.1.1, lecturers seem receptive to new educational policies mandated by the government, viewing them as catalysts for positive change. This attitude reflects a cultural inclination to see change positively as an opportunity for advancement and policy as an effort to "solve a problem" (Maguire et al., 2015, p. 1). The findings show a collective willingness among lecturers to embrace the policy and participate in its implementation despite potential challenges or shortcomings. This attitude is evident in the enthusiasm of lecturers who actively engage in professional development events conducted by their institutions and study program associations. This communal approach underscores a broader social dynamic influencing lecturers' perceptions and thinking about the OBE curriculum. Working together in associations signifies a communal acceptance of OBE, fostering a widespread belief among lecturers that the OBE curriculum is beneficial and well-suited for the Indonesian educational context. This belief reflects a collective optimism and readiness to adopt what is perceived as a progressive educational framework.

Despite generally positive views on the OBE policy, this study found that ELT lecturers offered qualified endorsements. A closer analysis of 27 interview participants reveals that two-thirds express qualified support due to the challenges they faced in implementing it in the classrooms. Some lecturers are concerned about their lack of understanding of OBE and the unreadiness of academic staff to adopt it. Data analysis suggested that 16 out of 27 interview participants admitted to having a basic understanding of OBE policy, while only five confidently expressed

a solid grasp of the fundamental OBE principles outlined by the Education Ministry. Another concern is the unclear curriculum guidelines and limited support from administrators, which restricts them from understanding its requirements and adapting their teaching practices.

These findings resonate with Gulo's (2024) conclusion that many educators endorse new curriculum initiatives but often lack adequate practical training in syllabus design and classroom implementation, resulting in ineffective enactments. The findings suggest a gap in the training, infrastructure, and resources needed to implement OBE effectively, leading to confusion among lecturers and reluctance to embrace OBE in classroom practice. Previous research by Williamson (2000) highlights significant objections and reservations among Australian teachers regarding OBE implementation. Of the 11 interviewees surveyed, only two responded positively. Williamson attributes this negativity to the excessive burdens OBE places on teachers, particularly in assessment and reporting, and describes the terminology associated with OBE as "difficult, abstract, and confusing" (p. 200).

This study also found a mismatch between ELT lecturers' favourable perceptions of the OBE policy and its enactment in classrooms. While many lecturers view the OBE curriculum positively, this endorsement often does not result in immediate changes in their attitudes and teaching practices to incorporate OBE principles in designing subject outlines, including developing teaching strategies, learning resources, and assessment methods. For instance, Yulaika admitted uncertainty about whether her subject outline aligned with OBE principles despite participating in discussions and workshops. Under administrative pressures, she sometimes merely replicated templates, including copying subject outlines from other colleagues. She claims to adhere to OBE based on these documents but continues to use traditional teaching methods, especially for assessments. Due to challenges in developing LOs, many lecturers treat OBE documents as mere procedural requirements with minimal application in their teaching practices. Hinnant-Crawford et al. (2016) characterise this behaviour as pretended compliance, in which lecturers "pretend to comply with policies they do not agree with" (p. 3). Coburn (2004), in her analysis of curriculum reform in California, found a similar situation where teachers did not implement the curriculum reform as intended in their actual practice despite positive perceptions. This finding contradicts previous research conducted by Van Veen and Sleegers (2006), which showed that educators' optimistic views influence how they implement new policies and integrate these positive perceptions into their professional identity.

Furthermore, the results indicate that lecturers' perceptions of the OBE policy, to some extent, misalign with the government's intentions. As detailed in Section 2.3.3.1, the government introduced the INQFs in 2012, requiring higher education institutions to align their undergraduate curricula with the INQFs level 6. Ministry of Education and Culture Regulation No. 49/2014 designates the curriculum as "the National Higher Education Curriculum," recommending OBE as the primary approach in curriculum design. However, the term "INQF-based curriculum" is more familiar to lecturers, leading many to mistakenly view INQFs as the curriculum approach rather than a qualification reference. This study also found that some lecturers prefer using the previous competency-based curriculum (CBC).

One possible explanation is that OBE is not explicitly mentioned in the regulation. Although the regulation outlines how to promote LOs using Bloom's Taxonomy and active learning strategies to stimulate higher-order thinking, OBE is not strongly mandated. As Rainford (2020) suggested, the extent of policy implementation depends on its level of obligation— whether mandated, strongly recommended, or merely suggested. Additionally, lecturers may have been confused by the term "competencies" in the regulation when developing GLOs, leading them to continue using the competency-based approach in the early years of OBE policy implementation. This aligns with previous research by Solikhah and Budiharso (2019), which found that many lecturers continued to use CBC. The influence of the previous approach and the lack of clear standards for GLOs likely contributed to this issue. It was not until late 2018 that OBE became widely recognised as the official approach in higher education curricula, prompting lecturers to incorporate it into their curriculum design.

Additionally, the government issued the *Merdeka Belajar* policy in 2020 to support the OBE curriculum. As detailed in Section 2.3.3.2, this policy provides students with greater flexibility in structuring their studies and choosing learning experiences. In 2023, this policy was amended with several additional requirements. For example, the mandatory thesis requirement is made optional, allowing students to opt for publication instead. Another notable change is the integration of LOs, which previously focused separately on attitudes, knowledge, and skills. This integration is expected to help lecturers formulate and implement LOs more effectively in the classroom. However, many refer to this policy as the "*Merdeka Belajar* curriculum," mistakenly believing it represents a new curriculum rather than a policy regulating learning methods and modes. This misperception is part of a broader issue where lecturers often confuse government policies with curriculum changes. One reason for these misperceptions is a lack of understanding of OBE and curriculum changes. This finding aligns with Cheung and Wong

(2012), who highlight that teachers' inadequate understanding of curriculum reform is a primary obstacle to policy implementation.

This study found that ELT lecturers feel overwhelmed and confused due to frequent policy changes in Indonesia. Some lecturers are unsure about the relationships between OBE, INQF, and *Merdeka Belajar* (see Section 5.3), making it difficult for them to align their subject outlines with these frameworks. These misconceptions and confusion are largely due to ineffective dissemination and communication strategies. Lecturers report receiving no clear guidelines on how to implement the OBE policy, including the necessary changes and how to execute them. They also perceive little curricular support from administrators and receive no feedback on whether their subject outlines are aligned with the policy. The absence of clear and comprehensive guidelines impacts the effectiveness and quality of policy enactment (Phelokazi, 2016). These findings highlight the need for improved communication, training, and resources to address these gaps.

8.3 Implementing OBE curriculum policy: A complex process

This section addresses the second specific question, scrutinising how ELT lecturers implement the requirements of the OBE curriculum in Indonesia's higher education system. The findings reveal that implementing the OBE curriculum policy involves complex requirements for ELT lecturers. ELT lecturers' work requires considerations across three dimensions: operational, pedagogic, and cultural. The discussion is structured around these three key dimensions of impact, as illustrated in Figure 8.1. This figure is based on the conceptual framework in Chapter 3, which integrates relevant theories, literature reviews, and the empirical findings of this present study.

Figure 8.1 Location, parameters and dimensions of the Indonesian OBE curriculum
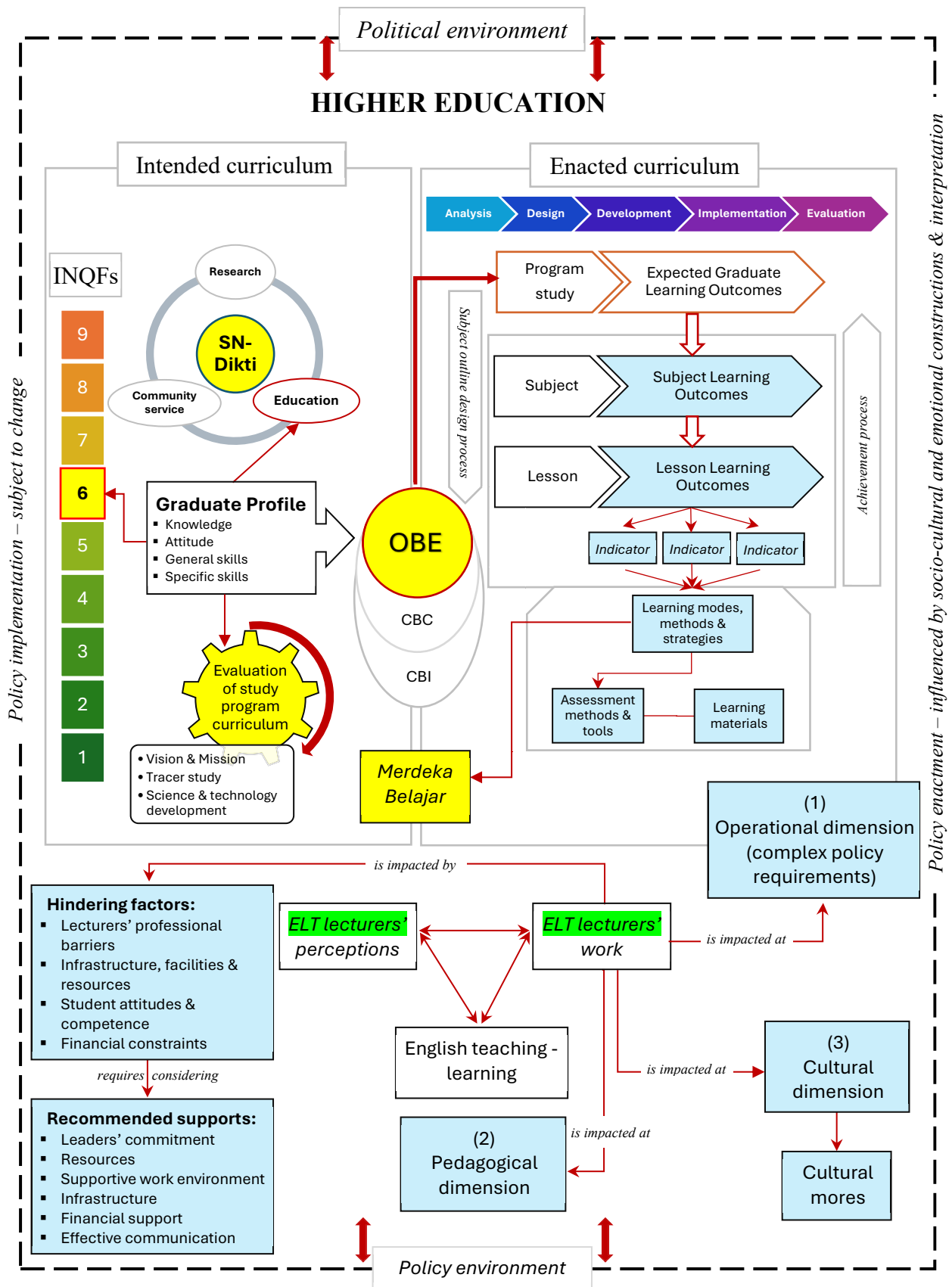
(Adapted from Fullan, 2016; Junaidi et al., 2020; Maguire et al., 2015; Spady, 1994)

In the operational dimension, effecting the OBE curriculum has necessitated several surface-level changes and additions for ELT lecturers. Their work includes designing OBE-driven subject outlines by developing LOs and incorporating appropriate teaching methods/techniques, assessment methods, and learning materials. This study found that, to some extent, lecturers know they need to design subject outlines based on the OBE approach, ensuring that subject objectives, content, and assessments align with INQFs and the National Standards of Higher Education, and adhere to the principles of *Merdeka Belajar* policy, as outlined in the regulation of Minister of Education No. 53 of 2023. Many are aware of the importance of considering factors like graduate profiles, future careers, and real-world contexts when creating LOs. According to lecturers, the OBE-driven subject outlines make their lesson planning more systematic and focused on measurable LOs. It can be stated that ELT lecturers have used Backward design in developing their subject outlines: that is, planning lessons and assessments that directly support those objectives (Richards, 2013). In choosing teaching strategies, most lecturers are aware that their approaches should help students effectively achieve the desired learning outcomes and that the learning activities promote students' critical thinking, problem-solving abilities, and teamwork skills. This is evidenced in their subject outline documents that they opt for methods like project-based learning, case studies, and collaborative learning.

However, lecturers found it challenging to design OBE-driven subject outlines with increased administrative workload. They found that designing LOs is the most demanding requirement for implementing OBE policy. They should consider incorporating four integrated LO aspects such as values and morals, knowledge, general skills, and specific skills, and match them to the graduate profile and expected GLOs developed by the program study. These LOs are then broken down into Lesson Learning Outcomes (LLOs) in each class, which then result in the specification of learning indicator(s). While most lecturers understood this process, many found it difficult and were unsure whether they completed it appropriately. Despite the subject outline template provided by their universities, they feel overwhelmed with the mandatory elements in the subject outlines. These findings are consistent with Donnelly's (2007) criticism, that Australia's teachers faced a similar issue because OBE places unnecessary, time-consuming, and burdensome demands on lecturers' time and effort, especially compared with other standard curriculum development models. According to Donnelly (2007) this drawback leads to inefficiency in planning, teaching, and assessing as lecturers struggle to interpret and apply the intricate details of the subject outlines. As emphasised by Slattery and Carlson

(2005), subject outlines should be user-friendly, requiring a clear and easy-to-follow format. A closer analysis of lecturers' subject outlines shows these documents are typically geared more towards administrative purposes, i.e. for institutional accreditations rather than being beneficial and informative for students.

Lecturers know in theory that designing LOs should align with OBE principles. They know that LOs should use clear, measurable statements that explain what knowledge, skills, and attitudes students should demonstrate after the learning process, as framed by Spady (2020). They also know that LOs should be specific, measurable, attainable, relevant, and time-bound Manzoor et al. (2017). However, lecturers have difficulties operationalising these frameworks in their subject outline documents. A closer analysis of the lecturers' subject outlines documents shows that they inconsistently use these fundamental principles, making the LOs statements seem ambiguous and hard to assess. This is evidenced, for example, by Teti's subject outline on Curriculum and Material Development, which lists the outcome "Experience to write a syllabus." While this outcome is concise and relevant to the unit goal, it is somewhat vague as it does not specify which aspects of syllabus writing are covered or the expected proficiency level.

Additionally, the term "experience" is hard to measure as it does not specify what skills or knowledge students should demonstrate, produce, or perform as a result of student learning. These findings support previous studies (Solikhah & Budiharso, 2019; Sukirman, 2022). Solikhah and Budiharso (2019) revealed unclear LOs in some Indonesian universities' program outcomes developed by English education study programs. Additionally, Sukirman (2022) identified that most LOs created by English lecturers were poorly designed because they did not adhere to the standard outcomes.

This study found that lecturers face language barriers when creating OBE-driven subject outlines. Although the participants are ELT lecturers, they admitted they are unfamiliar with OBE-specific terminology and have difficulties writing using effective international standards. It is evident in most subject outline documents provided by the participants that these are written in bilingual English-Indonesian. Additionally, translating LOs from Indonesian to English can lead to the loss of crucial details, making them less clear. As a result, LOs may end up being vague or not fully aligned with OBE's specific objectives.

Another reason for lecturers' confusion in formulating LOs is the inherent ambiguity and complexity of the term 'outcome' itself. As Caspersen et al. (2017) argue, outcome concepts are inherently unclear as policy tools intersect with diverse disciplinary and stakeholder networks and lack standardisation. Consequently, learning outcomes are subject to multiple interpretations, complicating their implementation across various contexts. Besides, lecturers' partial understanding of formulating LOs based on OBE principles exacerbates this issue. As a result, some lecturers are resistant to change and continue using their old subject outlines, merely fitting them into the OBE template, assembling outlines without genuinely focusing on OBE principles, or even copying outlines from other colleagues. The absence of clear official guidelines for standardised LOs also corroborates this issue. This leads to inconsistency in the LOs that lecturers create, making it difficult to properly implement OBE principles in their subject outlines.

In the pedagogic dimension, lecturers are required to enact their OBE-driven subject outlines in the classrooms by operating new pedagogies and assessments to help students achieve targeted LOs. ELT lecturers' work also includes clearly informing students what they need to know and be able to do (LLOs) in each class. They need to manage classrooms to facilitate a productive learning environment where students can actively participate and engage with the materials. As previously discussed, preferable outcome-based instructions are conducted through project-based learning, case studies, collaborative learning, and other relevant active learning strategies. According to lecturers, these methods are selected to promote learning in a more student-centred way, allowing learners to accomplish the targeted learning outcomes more effectively. This outcome-based instruction provides clear goals for instructors and students at the outset, helping them understand the expected outcomes and work towards them systematically. Additionally, these clear outcomes make assessing and measuring student performance easier, enhancing accountability in teaching/learning, as Spady (1994) suggested.

The findings indicate that lecturers face challenges in adapting to new pedagogies. They struggle with implementing project-based learning and other active learning strategies without adequate training and resources. These methods demand extra effort to organise and manage effectively, often leading lecturers to revert to traditional teaching methods for various reasons. Furthermore, the effective implementation of OBE can be resource-intensive, requiring substantial time and effort from educators to develop and maintain, which adds to their reluctance to adopt these new approaches. Large class sizes also hinder the implementation of more interactive and personalised teaching strategies. Additionally, ELT lecturers' work is

impacted by other contextual factors that further complicate the enactment process, as detailed in Section 8.4.

This study found that implementing OBE can lead to an overemphasis on assessment, causing lecturers to focus excessively on measuring outcomes. This heightened focus increases the pressure on lecturers to meet specific benchmarks, often at the expense of fostering deeper learning experiences. For example, some lecturers require students to write articles and get them published in journals, driven by the perception that tangible products equate to successful outcomes. Additionally, lecturers may compete to publish as many articles as possible, involving students in co-writing pieces derived from their subjects. This approach results in an excessive and misaligned assessment process, failing to align with the LOs that are supposed to be achieved and INQFs. This phenomenon occurs due to a misunderstanding of the term 'outcomes,' which is often interpreted as needing to produce a tangible and valuable product. In the field of English, this interpretation typically refers to writing an article published in a journal. Therefore, even if the subject is not academic writing, lecturers often ask students to create a project, present it, and document the results in an academic paper. The interpretation held by the lecturers is essentially an interpretation of another interpretation. This means lecturers do not directly read OBE rules, guidelines, books, or articles. Instead, they receive their understanding of OBE from workshop speakers, whose interpretations may also be inaccurate.

ELT lecturers' work in Indonesia is further impacted by cultural dimension. As previously noted, Indonesia's collective societal background affects the implementation of the OBE curriculum, both positively and negatively (see Section 8.1.1). To some extent, collectivism overemphasises obedience and reliance on higher authorities, limiting lecturers' ability to take initiative or make independent decisions about curriculum implementation. The collective nature of society prioritises group harmony over individual expression, leading to a reluctance to question or challenge authority and a hesitancy to offer constructive criticism. This shared belief can also create considerable pressure for lecturers to conform to the expectations of their peers and superiors, resulting in limited critical thinking and debate about curricular pedagogy and materials.

In the cultural dimension, this study found a unique finding: ELT lecturers in Indonesia are impacted by cultural mores. The results indicate that lecturers often respond enthusiastically to curriculum changes, going "all out" by forming societies, organising meetings, and eagerly

embracing new initiatives. They enthusiastically discuss and promote these changes, often without fully understanding what the decision-makers are seeking or having a clear grasp of the new requirements themselves. This initial excitement creates unrealistic expectations, as both lecturers and decision-makers may lack a thorough understanding of the goals and practicalities involved in the new curriculum. Consequently, the initial enthusiasm often leads to eventual disillusionment when the reality of implementing these changes becomes apparent. This excitement, followed by disappointment, hinders the effective adoption and integration of the OBE curriculum, as the lack of clarity and direction results in inconsistent and misaligned educational practices.

8.4 Factors hindering and supporting the OBE curriculum enactment

The third specific research question explores influential factors that hinder and support the implementation of OBE in Indonesia's higher education. The results indicate that ELT lecturers perceive difficulties moderately, indicating that their challenges in implementing OBE are neither excessively difficult nor overly manageable. However, open-ended responses and interviews reveal a more genuine acknowledgment of these challenges. Some main challenges hindering lecturers include internal factors such as their professionalism and ability in curriculum design and external factors like limited infrastructure, inadequate facilities and resources, student attitudes and competencies, and financial constraints.

This study found that the primary barriers to implementing OBE are related to ELT lecturers' professional aspects. ELT lecturers identified several issues, including a lack of understanding of OBE, difficulty translating theory into practice, diverse perspectives on OBE, unwillingness to adopt new methods, and discrepancies between subject outlines and actual teaching practices. These findings align with Williamson's (2000) research, which found that teachers in Australia and South Africa face similar professional barriers. Effective OBE implementation requires lecturers to understand and apply the concepts in practice.

One potential reason for teachers facing these barriers is that OBE itself is a confusing concept and not easily defined, as noted by Hejazi (2011). For example, Spady's (1994) book on OBE covers various elements, including the OBE paradigm, purposes, premises, principles, system framework, the golden rules of OBE design, and practices, which are not clearly distinguished in terms of how they should be used in classroom teaching. This results in multiple interpretations or misinterpretations of the essence of OBE. As Hejazi (2011) puts it, "OBE is

jargon-impregnated... Jargon can so easily be mistaken for substance—it can sound so impressive, promise so much, but deliver so little" (p. 5).

The complexity of OBE has a significant impact on the differing perceptions of workshop trainers in Indonesia. This issue is also highlighted in Hejazi's (2011) study, where the confusion surrounding the OBE concept and the absence of a specific OBE model allowed faculty members the freedom to determine how OBE should be designed. As the data in this study have shown, in Indonesia, lecturers attending these workshops also developed different interpretations due to the differing understandings of OBE among workshop trainers. This contributes to the challenges lecturers face, especially in understanding OBE, raising concerns about the effective implementation of OBE in the Indonesian education system and its potential impact on the quality and consistency of education in the country.

This issue affects a wide range of universities throughout Indonesia. Out of the 27 participants in this study, from both small and large universities, public and private, from Java and outside Java, all encountered similar problems. The only notable difference is that lecturers with head roles, such as heads of study programs or deans, have more opportunities to understand OBE because they have more opportunities to attend the workshops. However, the data showed that holding such positions does not guarantee a better understanding of OBE. It also depends on their ability to process the information and how seriously they take it and learn it. The level of comprehension varies based on their individual capabilities to assimilate the information and their dedication to learning it. For example, when asked about the OBE curriculum definition and implementation in her class, one participant holding a program head position could not provide a precise answer, stating, "The workshop was online, and I often had more than one workshop to attend at that time. That's why I couldn't follow the workshop properly. Sometimes, I had administrative work to do while attending the workshop. So, I cannot stay focused.[30]" Moreover, Chu-Chang et al. (2013, p. 19) claim that "Indonesian lecturers in general demonstrated low competency on subject matter tests."

According to ELT lecturers, the implementation of OBE is also hindered by the burden of excessive administrative tasks. OBE places specific demands on lecturers, especially in the area of assessment, requiring detailed recording of each student's progress, as criticised by

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[30] This statement means that the participant often attends more than one workshop at the same time. In addition to the OBE workshop, the participant also attends other workshops. The workshops are online, which allows the participant to attend in multiple workshops. Also, the participant mentioned that she sometimes handles other administrative tasks while attending workshops. Thus, she does not participate in the OBE workshop with full focus and attention.

Donnelly (2007). The administrative burden is compounded by the numerous and complex subject outline templates provided by Indonesian authorities. In the Indonesian context, administrative work for HE lecturers extends beyond teaching and includes research and community engagement, as outlined in the HE Law of the Republic of Indonesia No. 12 of 2012. This law increases the number of working hours and responsibilities for lecturers. This increased workload clearly hampers lecturers' ability to implement the new curriculum effectively, as it demands their time, effort, and a significant shift in their approach, in addition to their administrative obligations. It appears that lecturers in Indonesia are dealing with an overwhelming workload that exceeds their capabilities and available time. This overwhelming workload can lead to stress, which may significantly affect teachers. These impacts include declining job satisfaction, a reduced ability to meet students' needs, increased "incidences of psychological disorders", higher rates of absenteeism, and a substantial number of "disability claims" (Naylor, 2001, p. 12).

In addition to the increased workload, the three teaching responsibilities tend to steer lecturers towards prioritising research publications due to the career-related aspect. Therefore, lecturers are resistant to change (Reich et al., 2019). This barrier also occurs in Malaysia, as reported by Sun and Lee (2020). Malaysian lecturers are burdened with two significant responsibilities: teaching and research publication. They often give precedence to research publications, viewing it as central to their career advancement (Thian et al., 2018), instead of dedicating effort to OBE-based teaching preparation.

As highlighted by participants, one of the major barriers to the effective implementation of OBE is inadequate infrastructure, facilities, and resources. As noted in earlier research, this challenge aligns with issues faced by lecturers in developing countries (Williamson, 2000). Inadequate infrastructure, facilities, and limited resources can impede lecturers from fully adopting the OBE curriculum, ultimately impacting its successful implementation (Sun & Lee, 2020). For example, in terms of infrastructure, many Indonesian educational institutions face challenges due to outdated physical facilities and a lack of proper technological support. The absence of modern classrooms equipped with current technology and reliable internet connections has created difficulties for lecturers, especially those working in small to medium-sized private universities or universities in remote areas. This situation appears not to be commonly encountered in state universities, especially in Java, as evidenced by the absence of complaints from lecturers interviewed in those kinds of universities. The primary reason is that state universities receive budgetary funding from the government to support physical facilities

and technological needs. These challenges might also not be present in larger private universities with good reputations. This is because they can self-sufficiently improve their facilities without government funding due to their substantial student enrolment that sustains their finances. Fundamentally, the government allocates competitive grant funding for the revitalisation of the OBE curriculum. However, universities in remote areas may not be fully aware of the budgetary opportunities provided by the government, leading to a lack of updates and investments in their facilities and technological infrastructure.

The absence of clear and comprehensive guidelines for implementing OBE in various educational contexts has become a notable issue (Donnelly, 2007; Hejazi, 2011; Williamson, 2000), particularly in EFL classrooms. No specific guidelines or models of OBE were championed, and faculties were free to determine how OBE would be designed (Hejazi, 2011). The challenges lecturers face stem from the absence of structured guidelines that encompass the entire process of developing OBE-compliant classroom practice. These guidelines include formulating precise LOs, creating effective teaching strategies, designing relevant teaching materials, developing appropriate assessments, and constructing rubrics to evaluate student performance. Without access to such guidelines, lecturers in ELT and other disciplines have limited support and direction, making it difficult for them to comprehensively understand the OBE curriculum's details and effectively align their teaching practices with the OBE approach. This challenge is not unique to this study, as it resonates with the concerns expressed by scholars such as Donnelly (2007), Hejazi (2011), and Williamson (2000). They have emphasised the crucial role that well-structured guidelines play in promoting the successful implementation of OBE. The lack of such guidelines leaves lecturers uncertain and hinders their ability to navigate the complexities of the OBE framework. Additionally, without clear guidelines, lecturers may find it challenging to maintain uniformity and consistency in their OBE-based teaching practices, leading to potential variations in attaining OBE outcomes. The absence of these essential guidelines raises questions about the level of support and direction provided by educational universities and policymakers, highlighting the need for further attention and action in this regard.

A lack of preparedness in the curriculum transition system and the monitoring system for implementing OBE are apparent among the factors related to infrastructure, facilities, and resources that hinder Indonesian lecturers. These challenges align with the existing body of literature, suggesting that Indonesia is not alone in grappling with this difficulty (Katawazai, 2021; Ortega & Cruz, 2016). It appears that this lack of preparedness is not unique to Indonesia

but is a common challenge other countries face when initially adopting the OBE curriculum (Christie, 1999; Schmidt, 2017). They often seem to embrace OBE without carefully considering whether their educational infrastructure is ready for such a substantial transition, including the distribution of facilities across regions (Mogashoa, 2013). Spady's original work in 1994 emphasises that OBE transcends mere adjustments to documents and teaching practices within the classroom; rather, it demands strategic reform concerning the entire curriculum.

Moreover, this study identifies key factors that support lecturers in implementing the OBE curriculum policy. These factors include leaders' commitment, availability of necessary resources, a supportive work environment, adequate infrastructure, and essential financial support. These elements are crucial for facilitating and enhancing the successful implementation of OBE across diverse educational settings.

Leaders' commitment has emerged as the most crucial factor for the successful implementation of the OBE policy. As Spady (2020) noted, OBE requires a high collective commitment among leaders, administrative staff, and teaching staff to design and enact it into classroom practice. Leadership commitment, in particular, acts as a unifying force, steering successful curriculum transformations (Benoliel & Berkovich, 2021). In this study, the collective managerial style is more favoured than the rigid one, as the former can promote a collaborative culture and foster better academic achievement (Davis & Boudreaux, 2019; DeMatthews et al., 2021). This study emphasises that effective leadership commitment entails not only requesting lecturers, as the street-level policy actors, to enact a new curriculum (Gaus et al., 2019), but also actively mentoring, encouraging, reinforcing, promoting, and monitoring them throughout the implementation process. This also aligns with Donnelly's work (2007). Supportive leaders must engage in frequent and constructive interactions with lecturers regarding any instructional matters, including establishing accountability systems and guiding teachers during curriculum changes (Albritton-Terry, 2022). These interactions should dedicate ample time to discussions related to enhancing academic outcomes. Such collective, supportive, and effective leadership criteria are perceived to be lacking among many university leaders in Indonesia, consequently resulting in the ineffective implementation of the OBE policy (Mestry & Govindasamy, 2021; Starr, 2019).

This study highlights resources as the second most reported factor required for ensuring effective and sustainable policy implementation. Universities should prioritise providing lecturers with various resources covering human, physical, technological, financial, and

instructional domains. These resources encompass updated and detailed curriculum guides with OBE principles, government regulations regarding OBE, and academic resources, such as books, journals, and online databases (McCarty, 2022). This finding corroborates previous research, highlighting the need for lecturers to be equipped with these necessary resources to successfully embrace the new curriculum (Astin & Astin, 2000; Donnelly, 2007; Madondo, 2021). While all these resources are essential for successful policy implementation, lecturers particularly perceive access to those resources should be paid more attention. It is mostly the case that universities have provided adequate resources of technology, curricular guidelines, and materials, but access to those resources is restricted or limited to only a few groups of staff. Universities can establish a designated resource centre to assist lecturers in enhancing their knowledge about the newly introduced curriculum and its practical implementation, empowering them to develop successful strategies for enactment, as suggested by Nevenglosky (2018),

Additionally, universities need to provide ongoing, practical workshops and professional development activities for lecturers. The existing seminars and workshops are perceived as impractical, do not address key challenges in developing learning outcomes, and are merely procedural, wasting the budget. These issues may explain why many lecturers lack understanding regarding OBE curriculum development and are still confused about the connections between OBE, INQFs, and the *Merdeka Belajar* concept. Continuous curricular support should be provided to align with lecturers' needs in developing and enacting OBE policy to ensure faculty and staff remain updated on the latest OBE methodologies and practices and are well-versed in OBE principles (Willis & Kissane, 1997b). Training should provide best practices on implementing OBE comprehensively, including proper subject outline design, standardisation of international outcomes, appropriate teaching strategies, adequate student assessments, and rubric development. This also implies that university policymakers should ensure workshop speakers are well-versed in OBE, and professional certification for workshop speakers is necessary to ensure that the content aligns with OBE principles.

This research underscores the vital role of a supportive work environment in policy implementation. Lecturers perceive that having supportive colleagues, administrators, and IT support is necessary, as these elements contribute to a conducive work atmosphere that fosters mutual collaboration and teamwork. When lecturers feel valued and supported in their work environment, their morale and motivation increase, leading to greater cohesion and

productivity among staff. These positive work dynamics promote enthusiasm for policy implementation and improve retention as they encourage continuous dialogue and shared problem-solving (Kundu & Lata, 2017). In such free-risk environments, lecturers feel free to share their thoughts, concerns, and ideas related to policy implementation without fear of judgement. This openness facilitates a better understanding of the challenges and opportunities associated with policy implementation, leading to more informed decision-making and policy enactment in classrooms. These findings are consistent with broader research on the positive impact of supportive work environments on effective teaching (Hejazi, 2011).

Furthermore, this study highlights the critical need for facilities and infrastructure to implement the OBE policy successfully. These components are pivotal as the backbone of policy implementation. Proper facilities and infrastructure, such as sufficient classroom spaces, updated technology, and access to academic materials, support and accelerate policy enactment (Nevenglosky, 2018). The findings corroborate existing research showing that modern and well-maintained facilities contribute to a conducive learning environment, improve learning outcomes and support curriculum changes (Sun & Lee, 2020; Williamson, 2000). However, lecturers perceive that such facilities are often lacking, not well-maintained, and not meeting equitable standards across universities and regions. While most universities have provided sufficient classroom spaces, lecturers are concerned that they do not have comfortable and technologically equipped learning spaces, including properly designated areas for independent learning, laboratories, and libraries. They also complain about the lack of reliable internet connectivity and up-to-date computer systems, making it difficult for them and students to access online resources, complete tasks optimally, and communicate effectively. Consequently, these deficiencies present significant challenges to the effective implementation of new policies (McCarty, 2022).

Policy implementation can be optimal if supported by adequate financial resources. Universities should allocate sufficient funds for both physical and human resources. While adequate funding for physical infrastructure is crucial to ensuring that facilities are modernised and well-maintained, investing in human resources is equally important for optimal and sustainable policy enactment. Lecturers argue that financial support needs to increase to assist them in undertaking relevant workshops and training on curriculum and material development. As Donnelly (2007) stated, adequate financial support enables lecturers to navigate the complexities of OBE implementation and enact it optimally into classroom practice. Conversely, limited financial support can restrict their access to valuable resources and

professional development opportunities (Sun & Lee, 2020). Additionally, this study reveals that providing incentives and reward systems to staff members who comply with OBE implementation will enhance their performance and productivity (Sun & Lee, 2020).

Moreover, open and effective communication between university leaders and all stakeholders is crucial for successful policy implementation. These findings underscore the pivotal role of communication in successful curriculum implementation, aligning with existing research on the importance of effective communication (Sun & Lee, 2020). Open communication ensures transparency of information among academics and relevant stakeholders (Hill & Wang, 2018). Progressions and changes must be communicated clearly to ensure all faculty members have accurate information, fostering shared understanding and collaborative efforts. Clear and effective communication ensures that all stakeholders understand the objectives and goals of the OBE policy, fosters their involvement and commitment at all stages of policy implementation, promotes a culture of collaboration and continuous improvement, and facilitates the gathering of valuable insights and suggestions (Reich et al., 2019).

8.5 Chapter summary

This chapter has addressed the research questions by analysing the findings and presenting the implications and relation to existing knowledge. It begins by answering the overarching questions and concluding that the implementation of the OBE policy in Indonesia's higher education system has achieved its aims to a limited extent. Significant issues remain despite progress, evidenced by deficiencies in graduate competencies, employment-related skills, compliance with global standards, and adherence to OBE principles. The chapter explores the influence of social, cultural, emotional constructions, and political dynamics on OBE policy implementation in Indonesia.

The chapter further delves into three specific questions proposed in this study. It first concludes that there is widespread acceptance of OBE among ELT lecturers and nuanced support for the policy. The study also identifies discrepancies between ELT lecturers' interpretations and official implementations of the OBE policy. Additionally, it examines the strategies employed by ELT lecturers to develop OBE-aligned syllabi and integrate them into classroom practice, discussing Additionally, it examines the strategies employed by ELT lecturers to develop OBE-aligned syllabi and integrate them into classroom practice, discussing challenges such as personal and professional barriers, inadequate infrastructure and resources, student attitudes

and competencies, and financial constraints. The discussion also covers supportive factors that enable ELT lecturers to overcome these challenges, including leadership commitment, resource allocation, supportive work environments, infrastructure improvements, financial support, and effective communication strategies. The next chapter is the conclusion, significance, and recommendations.

CHAPTER 9. CONCLUSION, SIGNIFICANCE, AND RECOMMENDATIONS

This final chapter summarises the main findings of this study. It then outlines the contributions across theoretical, methodological, and pedagogical dimensions. It proceeds to explore the implications of these findings for lecturers, institutional policymakers and administrators, and national curriculum authorities. The chapter then addresses the limitations encountered in this study and provides recommendations for future research, including methodological constraints and scope. Finally, the chapter concludes with final remarks underscoring the significance of this research and its profound contribution to the field.

9.1 Summary of the main findings

The conclusions of this study are drawn from the perspectives of ELT lecturers, who serve as the primary participants. While the findings provide broader reflections on OBE implementation in Indonesia's higher education as well as specific insights into ELT classroom practices, they remain within the scope of ELT lecturers' experiences and perceptions. Therefore, this study does not claim to generalise its findings beyond the ELT field but rather evaluates OBE implementation as observed within English programs in Indonesia.

This study investigates how ELT lecturers perceive, interpret, and implement the OBE policy in Indonesia's higher education. It reveals lecturers' endorsement of OBE as a framework that enhances their teaching practices, stemming from its alignment with contemporary learning needs that emphasise the practical application of knowledge and skills crucial for workforce readiness and global competitiveness. ELT lecturers perceive OBE positively for its potential to enhance student engagement and achievement through measurable learning outcomes, fostering a more student-centred learning environment that encourages independence and responsibility.

Despite these advantages, the study identifies significant challenges ELT lecturers face in implementing OBE in classrooms. These include inadequate understanding of OBE principles among academic staff, insufficient institutional support, and a lack of standardised graduate learning outcomes. These findings underscore the need for enhanced curricular support, more explicit guidance, and improved resources to implement OBE effectively and mitigate lecturer reluctance to embrace OBE practices.

Surprisingly, the research reveals discrepancies between the intended OBE curriculum policy and its enactment in classroom practice, differing from previous studies. The implementation of the OBE policy reveals a complex landscape fraught with challenges and shortcomings. Despite its ambitious goals to align educational outcomes with international standards and enhance graduate competencies, particularly in intellectual abilities and employability skills, the policy has struggled to improve substantially. Graduates lack critical thinking, problem-solving, and communication skills essential for thriving in the global job market. This gap is underscored by the country's declining performance in the English Proficiency Index, indicating a persistent struggle to equip graduates with essential language skills necessary for international competitiveness.

Policy enactment issues have further complicated the implementation of OBE in Indonesia. A predominant top-down approach has often marginalised the input and engagement of frontline educators, resulting in a disconnect between policy intentions and practical realities in classrooms. Lecturers tasked with curriculum development and implementation have reported feeling overwhelmed by administrative burdens and inadequate support from institutions. This has hindered their ability to effectively translate OBE principles into meaningful student learning experiences, contributing to the policy's limited impact on educational outcomes.

The enactment of the OBE policy in Indonesia's higher education is profoundly influenced by social, cultural, emotional, and political constructs, shaping its implementation landscape in multifaceted ways. Socio-cultural constructs have facilitated widespread acceptance and dissemination of OBE. Platforms like workshops and academic associations play crucial roles in educating and engaging lecturers nationwide, fostering a collective understanding and support for policy initiatives. However, cultural diversity and communication styles across Indonesia's diverse ethnic and religious groups present challenges in uniform policy implementation, influencing how OBE principles are integrated and adapted locally. Emotionally, lecturers' responses vary from enthusiasm and empowerment to anxiety and resistance towards OBE. Positive emotional responses often drive innovative classroom practice aligned with OBE principles, while negative responses hinder effective implementation, highlighting the pivotal role of emotional dynamics in educational reform. Politically, frequent changes in educational policies driven by political agendas and leadership transitions have created instability and reluctance among educators. The perceived influence of business interests and political ideologies further complicates policy implementation,

potentially diverting attention from genuine educational reform goals and impacting the quality and continuity of educational policies.

While OBE offers opportunities for enhancing educational outcomes and aligning graduates' skills with global standards, its practical implementation in Indonesia requires navigating and addressing these complex socio-cultural, emotional, and political dynamics. This necessitates policy continuity, stability, and inclusive and culturally sensitive approaches that foster genuine engagement, innovation, and quality in higher education practices across diverse regional and institutional contexts.

9.2 Contributions of the study

This study contributes to the growing literature on curriculum policy implementation by offering three critical dimensions—operational, pedagogic, and cultural (see Figure 8.1)—that significantly impact the work of ELT lecturers in Indonesia. These insights provide valuable references for scholars interested in curriculum policy and those studying the implementation of new curricula. The operational, pedagogic, and cultural dimensions offer a comprehensive framework for understanding the various challenges and dynamics involved in curriculum change. This framework can serve as a useful resource for future research in the field, offering a detailed perspective on the practical and contextual factors influencing educational policy implementation.

In the operational dimension, the study presents a theoretical framework that details the phases lecturers go through when adapting to a new curriculum. This framework clarifies the need for lecturers to engage in detailed planning, including creating subject outlines, developing specific learning outcomes, selecting appropriate materials, and designing or using assessments. The emphasis on the operational phase as a foundational step underscores its crucial role in successfully implementing curriculum changes. The pedagogic dimension of the study explores how lecturers bring their plans and designs from the operational phase into classroom practice. This phase is essential as it shapes students' experiences with the new curriculum. The study provides valuable insights into the classroom as the primary setting where the practical impacts of curriculum changes are realised, emphasising its vital role in achieving the desired educational outcomes.

In the cultural dimension, cultural norms emerged as an important factor in this study, offering a valuable contribution to the field of curriculum policy, where such research is relatively rare. The study found that these cultural values significantly impact lecturers' perceptions, understanding, and implementation of new curriculum policies. Specifically, the enthusiasm among lecturers to engage with the new curriculum and the collective effort to understand it creates a notable dynamic in the policy's implementation. However, it is worth noting that this enthusiasm often translates more into a desire to gather and discuss rather than into individual commitment to implementing the policies. This research's findings on cultural norms can inform scholars and educators in other countries about the cultural influences affecting lecturers' implementation of curriculum changes.

Furthermore, this study was conducted in Indonesia, a country undergoing curriculum policy changes since 2012. It involved 632 participants from 31 provinces for the survey and 27 from 22 provinces for the interviews. The findings provide valuable insights for other countries with similar characteristics, illustrating how new curriculum policies are perceived, understood, and implemented, along with the challenges encountered and the recommended support needed to achieve the policy's objectives. Additionally, this study adds to the understanding of OBE curriculum implementation, specifically in Indonesia.

This study effectively demonstrates an innovative approach to data integration in terms of its methodological contributions. It clearly shows that survey data, which usually yields numerical results, can be qualitatively described, while interview data, typically expressed in words, can be quantified for analysis with large participant groups. This approach allows for a comprehensive analysis that significantly enhances the understanding of how lecturers interpret and implement new curriculum policies. By combining these data collection methods, the study provides a very detailed framework that enables the identification of deep insights into the practical challenges and experiences faced by lecturers during the implementation of new policies.

9.3 Implications of the study

This study has implications for ELT lecturers, institutional policymakers, administrators, and national curriculum authority. This study suggests that ELT lecturers need to upgrade their skills in several key areas. First, they need to enhance their skills in creating clear, measurable learning outcomes that align with their study programs' standard graduate learning outcomes.

The study recommends adopting active learning techniques to engage students better and apply knowledge effectively. Methods such as project-based, problem-based, collaborative, and experiential learning are particularly relevant for implementing OBE. These techniques actively involve students in learning, encouraging them to apply theoretical knowledge in real-world contexts. Thus, it is important for ELT lecturers to adapt or adopt these methods and be provided with the necessary tools and resources to effectively integrate them into their teaching practices.

Besides, learning materials should directly support the achievement of learning outcomes. This includes selecting appropriate readings, designing relevant assignments, and creating activities reinforcing key concepts and skills. Using diverse resources, such as multimedia content and practical examples, can enhance engagement and understanding. Materials should provide a scaffolded learning experience, gradually increasing in complexity. Assessment methods must align with OBE principles, focusing on how well students achieve the learning outcomes. Employing a variety of assessment techniques, such as exams, quizzes, presentations, and projects, provides a comprehensive evaluation of student performance. ELT lecturers should continuously use assessment data to improve their teaching practices and subject design. By upgrading their skills in these areas, ELT lecturers can more effectively implement OBE principles, creating a more engaging and meaningful learning experience. This will help students apply theoretical knowledge in real-world contexts and ensure they achieve the desired competencies and skills set by their study programs.

Institutional policymakers and administrators need to pay attention to these four key factors contributing to the misalignment that urgently needs addressing. First, lecturers face challenges due to a limited understanding of OBE principles. The study suggests that existing workshops and training programs are insufficiently practical. Therefore, they need to organise more comprehensive and hands-on training programs for lecturers. These programs should focus on helping them understand the intricacies of OBE policies and how to implement them effectively in the classroom. Professional development opportunities should be ongoing and tailored to address the specific needs of lecturers, providing them with the skills and knowledge required to design and deliver OBE-aligned curricula.

Second, effective communication strategies from institutional policymakers, administrators, and government officials are crucial to ensure a clear understanding among lecturers about policy changes and their implications. Lecturers must be updated regularly via institutional

websites and personal emails to inform them of current practices. There is also a need for subject outline moderation, and feedback should be given to enhance lecturers' syllabus design and classroom practice. On the other hand, feedback from lecturers is fundamental to enhancing policy; therefore, policymakers should be open to criticism and suggestions. Without effective communication, educators may misinterpret new policies or fail to understand their practical implications, leading to inconsistent implementation across institutions.

Third, clear and accessible guidelines are essential for consistently implementing OBE principles. If the guidelines are ambiguous or difficult to access, lecturers may struggle to effectively integrate OBE into their teaching practices. This ambiguity can lead to variability in how they interpret and apply OBE principles, resulting in inconsistent assessment practices and educational outcomes. Furthermore, inadequate resources and infrastructural barriers are significant obstacles for teachers. Institutions must ensure that lecturers can access the necessary resources, including teaching materials, technology, and support services. Adequate funding should be allocated to develop and maintain these resources, enabling teachers to create engaging and effective learning environments that align with OBE principles.

Lastly, institutional support and the prevailing organisational culture heavily influence the successful implementation of educational policies like OBE. Supportive institutions provide resources, infrastructure, and professional development opportunities that empower educators to adopt and implement OBE effectively. On the other hand, a lack of institutional support or a culture that does not prioritise educational innovation can hinder educators' efforts to embrace new pedagogical approaches. Furthermore, limited opportunities for professional development in this area may hinder lecturers' full adoption of these practices. This lack of support may lead to resistance or reluctance among educators to fully engage with OBE practices, impacting its integration and sustainability within the institution. Therefore, those responsible for shaping institutional policies and managing educational programs should focus on developing targeted support mechanisms. This involves enhancing professional development opportunities, optimising resource allocation, and improving communication channels between policy formulation and implementation to ensure alignment with educational goals.

For national curriculum authority, the research underscores the need for systemic changes to support successful OBE implementation. It calls for collaboration among stakeholders—

educators, policymakers, business leaders, and industry representatives—to ensure policies align with educational goals and effectively meet the needs of students and society. This collaborative approach is essential from the initial planning to policy enactment. Moreover, allocating adequate funds is crucial to supporting the effective implementation of OBE. Funding should be allocated for training programs that enhance lecturers' skills in active learning techniques and curriculum development. Additionally, resources are needed to provide institutions with the necessary infrastructure and technology to facilitate OBE practices. By investing in these areas, policymakers can ensure that educational institutions have the resources they need to adopt and sustain OBE principles, ultimately improving the quality of education and preparing students for future challenges.

9.4 Limitations of the study and recommendations for future research

While this study offers valuable insights into OBE implementation in Indonesia's higher education, it faces a limitation that future research could address. Although the findings indicate a good understanding among teachers, their self-reported knowledge may not entirely reflect their actual comprehension. To obtain a more comprehensive understanding, additional methods such as direct classroom observation are essential to explore lecturers' grasp of OBE, the challenges they encounter, and the support they receive. However, due to COVID-19 concerns, conducting direct face-to-face observations is not feasible. Moreover, this study focused exclusively on investigating lecturers' perceptions of OBE policy implementation through surveys and interviews. To enhance data triangulation, involving students in focused group discussions or interviews could provide further insights into how lecturers' instructional methods and assessments under OBE contribute to students achieving desired outcomes.

9.5 Concluding remarks

In conclusion, while the OBE policy in Indonesia has advanced in standardising educational outcomes and promoting student-centred learning approaches, substantial gaps remain in enhancing graduate competencies, improving English proficiency, and achieving global academic benchmarks. Addressing these challenges requires a concerted effort to reform policy implementation strategies, enhance stakeholder engagement, allocate sufficient resources for research and development, and empower educators with the tools and support needed to deliver quality education. Systemic reform is essential for Indonesia's higher education institutions to

effectively implement OBE policies, enabling them to prepare graduates for the demands of a competitive global economy and to contribute significantly to national development goals.

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APPENDICES

Appendix 1. Ethics approval letter

HREC Approval Granted - ETH22-6945

Research.Ethics@uts.edu.au <Research.Ethics@uts.edu.au>

Tue 4/26/2022 8:48 AM

To:Research Ethics <research.ethics@uts.edu.au>;Don Carter <Don.Carter@uts.edu.au>;Neil England <Neil.England@uts.edu.au>;RESTU MUFANTI <RESTU.MUFANTI-1@student.uts.edu.au>

 1 attachments (361 KB)
Ethics Application.pdf;

Dear Applicant

Re: ETH22-6945 - "INDONESIA'S HIGHER EDUCATION CURRICULUM: PERCEPTIONS AND IMPLEMENTATION OF OUTCOMES-BASED EDUCATION AMONG ENGLISH TEACHERS"

Thank you for your response to the Committee's comments for your project. The Committee agreed that this application now meets the requirements of the National Statement on Ethical Conduct in Human Research (2007) and has been approved on that basis. You are therefore authorised to commence activities as outlined in your application.

You are reminded that this letter constitutes ethics approval only. This research project must also be undertaken in accordance with all UTS policies and guidelines including the Research Management Policy.

Your approval number is UTS HREC REF NO. ETH22-6945.

Approval will be for a period of five (5) years from the date of this correspondence subject to the submission of annual progress reports.

The following standard conditions apply to your approval:
- Your approval number must be included in all participant material and advertisements. Any advertisements on Staff Connect without an approval number will be removed.
- The Principal Investigator will immediately report anything that might warrant review of ethical approval of the project to the Ethics Secretariat.
- The Principal Investigator will notify the Committee of any event that requires a modification to the protocol or other project documents, and submit any required amendments prior to implementation. Instructions on how to submit an amendment application can be found here.
- The Principal Investigator will promptly report adverse events to the Ethics Secretariat. An adverse event is any event (anticipated or otherwise) that has a negative impact on participants, researchers or the reputation of the University. Adverse events can also include privacy breaches, loss of data and damage to property.
- The Principal Investigator will report to the UTS HREC or UTS MREC annually and notify the Committee when the project is completed at all sites. The Principal Investigator will notify the Committee of any plan to extend the duration of the project past the approval period listed above.
- The Principal Investigator will obtain any additional approvals or authorisations as required (e.g. from other ethics committees, collaborating institutions, supporting organisations).
- The Principal Investigator will notify the Committee of his or her inability to continue as Principal Investigator including the name of and contact information for a replacement.

This research must be undertaken in compliance with the Australian Code for the Responsible Conduct of Research and National Statement on Ethical Conduct in Human Research.

You should consider this your official letter of approval. If you require a hardcopy please contact the Ethics Secretariat.

If you have any queries about your ethics approval, or require any amendments to your research in the future, please don't hesitate to contact the Ethics Secretariat and quote the ethics application number (e.g. ETH20-xxxx) in all correspondence.

Yours sincerely,
The Research Ethics Secretariat

On behalf of the UTS Human Research Ethics Committees
C/- Research Office
University of Technology Sydney
E: Research.Ethics@uts.edu.au

Ref: E38

Appendix 2. Research schedule

1. Fieldwork schedule

Date	Activities
26 April 2022	Ethics approval obtained
27 April – 11 May 2022	Pilot testing of survey instrument
12 May – 21 June 2022	Distribution of survey
22 June – 30 June 2022	Data preparation for analysis
1 July – 3 July 2022	Validation of interview protocol
4 July – 14 July 2022	Distribution of interview invitations and collection of subject outlines
15 July – 4 September 2022	Conducting interviews
4 September – 1 November 2022	Transcription of interview data

2. Interview Schedule

No	Participants	Date	Time (AEDT)	Length
1	Veli	Friday, 15/07/2022	10:00PM – 11:30PM	01:27:38
2	Teti	Sunday, 17/07/2022	10:00PM - 11:30PM	01:35:52
3	Dedi	Tuesday, 19/07/2022	07:00 PM – 08:30PM	00:59:35
4	Aryin	Saturday, 23/07/2022	01:00PM – 02:30PM	01:10:47
5	Asyam	Saturday, 23/07/2022	03:00PM – 04:30PM	00:59:01
6	Rina	Monday, 25 July 2022	12:00 PM – 01:30PM	01:18:14
7	Raharjo	Tuesday, 26 July 2022	11:00PM – 12:30PM	01:30:21
8	Ferdy	Wednesday, 27 July 2022	12:00PM – 13:30PM	01:14:15
9	Nurkhasanah	Wednesday, 27 July 2022	04:00PM – 05:30PM	01:04:22
10	Raimond	Friday, 29 July 2022	09:00AM – 10:05AM	01:01:55
11	Lazzari	Saturday, 30 July 2022	12:00PM – 13:15PM	01:12:56
12	Imelda	Saturday, 30 July 2022	07:00PM – 08:30PM	01:27:02
13	Yadip	Thursday, 4 August 2022	12:30PM – 02:30PM	00:57:04
14	Sofas	Friday, 5 August 2022	4:00PM – 5:30PM	00:59:27
15	Desia	Monday, 8 August 2022	12:00PM – 01:30PM	01:09:28
16	Burhan	Tuesday, 9 August 2022	3:00PM – 4:30PM	01:22:35
17	Herny	Wednesday, 10 August 2022	10:00PM – 11:30PM	01:14:24
18	Yulaika	Thursday, 11 August 2022	10:30am – 12:00 am	01:20:21
19	Crist	Thursday, 11 August 2022	10:00pm – 11:30 pm	00:59:52
20	Berthe	Thursday, 11 August 2022	11:30pm – 01:00am	01:17:45
21	Andra	Friday, 12 August 2022	12:30 – 14:50pm	01:19:03
22	Fitrah	Saturday, 13 August 2022	10:00 – 11:30 am	01:07:22
23	Dwane	Saturday, 13 August 2022	11:30am – 13:00pm	00:52:37
24	Liam	Monday, 15 August 2022	07:00pm – 08:00pm	00:59:01
25	Indriani	Monday, 15 August 2022	13:00PM – 14:00PM	00:57:00
26	Bahardji	3 September 2022	10:00 – 11:30pm	01:30:16
27	Yunia	3 September 2022	2:00 – 3:00am	00:57: 08

Appendix 3. Survey instrument

ONLINE SURVEY INFORMATION SHEET ETH22 – 6945

AN OUTCOME-BASED EDUCATION CURRICULUM IN INDONESIA'S HIGHER EDUCATION: LECTURER PERCEPTIONS OF POLICY IMPLEMENTATION

WHO IS CONDUCTING THIS RESEARCH?

My name is Restu Mufanti, and I am a PhD student at UTS. My supervisors are Assoc. Prof. Don Carter and Prof. Lesley Harbon

WHAT IS THE RESEARCH ABOUT?

The purpose of this research is to find out how Indonesian higher education (HE) English teachers perceive and implement Outcome-based Education (OBE) as the dominant approach in the Indonesian HE curriculum. It specifically investigates how they design subject outlines based on OBE and implement them in classroom practices, as well as challenges encountered during the implementation.

WHAT DOES MY PARTICIPATION INVOLVE?

Participation in this study is voluntary. It is completely up to you whether or not you decide to take part. If you decide to participate, I will invite you to:

- read Participant Information Sheet by clicking this link.

- complete an online survey.

STATEMENT BY PERSON AGREEING TO PARTICIPATE IN THIS STUDY

I have read this informed consent document and I understand my participation in this study is voluntary.

- ○ Yes, I consent

- ○ No, I do not consent

Part 1: Perception of OBE as the dominant approach in Indonesia's higher education curricula

Section A: Suitability of the OBE as the curriculum approach

Instructions: Please select the option that best describes the extent of your agreement as it applies to your university and your circumstance.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1. OBE curriculum is suited for use in the university.	○	○	○	○	○
2. The university places a strong emphasis on OBE as the dominant curriculum.	○	○	○	○	○
3. The Ministry of Education has provided sufficient support to assist the university in implementing OBE.	○	○	○	○	○
4. The system at the university is well organised to support the implementation of OBE curriculum.	○	○	○	○	○
5. I have confidence in my ability to implement OBE curriculum competently.	○	○	○	○	○

Section B: The Standard of the implementation of OBE

Instructions: Rate them as you think they apply to your university

	Very poor	Poor	Fair	Good	Very good
1. The overall implementation of OBE.	○	○	○	○	○
2. Teachers' understanding of OBE curriculum.	○	○	○	○	○
3. System change (staffing, school management, planning, administration).	○	○	○	○	○
4. Willingness to implement (readiness of teachers to engage with new ideas and put them into practice).	○	○	○	○	○
5. The materials of pedagogical guidance for designing subject outlines based on OBE.	○	○	○	○	○
6. Monitoring on how the implementation is done.	○	○	○	○	○

Section C: Lecturers' understanding of OBE

Instructions: Please select the option that best describes the extent of your agreement as it applies to you.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1. I understand the OBE curriculum.	○	○	○	○	○
2. I understand why OBE is used as the main curriculum in Indonesian universities	○	○	○	○	○
3. I understand the connection between National qualification frameworks, OBE, and freedom of learning.	○	○	○	○	○

Section D: Lecturers' perceptions of the need for further explanation of OBE curriculum

Instructions: Please select the option that best describes the extent of your agreement as it applies to you.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1. I need more explanation of the government's decision to implement the OBE	○	○	○	○	○
2. I need a more detailed explanation of the relationship between NQFs, OBE, and Freedom of Learning.	○	○	○	○	○

Part 2: Hindrances lecturers face in implementing OBE

Section A: Challenges encountered during the implementation of the OBE curriculum
Instructions: Rate them as you think they apply to you

	Extremely Difficult	Difficult	Moderate	Easy	Very Easy
1. Understanding the concepts of OBE.	○	○	○	○	○
2. Changing the subject outlines from the former curriculum to the OBE curriculum.	○	○	○	○	○
3. Designing learning outcomes.	○	○	○	○	○
4. Designing the learning materials based on OBE.	○	○	○	○	○
5. Choosing the right teaching strategies based on OBE.	○	○	○	○	○
6. Implementing the OBE curriculum in the classroom.	○	○	○	○	○
7. Assessing the students based on OBE.	○	○	○	○	○

Section B: Factors of support to overcome challenges in implementing OBE

Instructions: Please rank the following factors (1 being the most significant factor). To rank the listed items, drag and drop each item.

- Leadership's commitment to change. _____
- Resources (information, curriculum guidelines, workshop facilitators, etc.). _____
- Financial Support for teachers' development. _____
- Infrastructure (IT, internet, electricity, university facilities, etc). _____
- Communication among both leaders and the teachers. _____
- Conditions of teaching and learning (large classes, classroom spaces, pupil-teacher ratios, etc). _____
- Supportive working environments (leaders, colleagues, administrators, IT support, environment, etc). _____

Part 3: Open-Ended Questions

Instructions: Complete the statements below. You may respond in the language of your preference, either English or Indonesian.

1. Based on my experience, the implementation of OBE curriculum in Indonesia is ...

   _____
   _____
   _____

2. I think the purpose of OBE implementation in Indonesia is ...

   _____
   _____
   _____

3. One thing I know about the connection between NQFs, OBE, and *Merdeka Belajar* is ...

   _____
   _____
   _____

4. In my understanding, OBE curriculum is ...

   _____
   _____
   _____

5. The difficulty in implementing OBE is ...

_____
_____
_____

Part 4: Demographic information

1. What is your gender?

    ○ Male

    ○ Female

    ○ Prefare not to say

2. What is the type of university you teach at?

    ○ State university

    ○ Private university

    ○ State university under Ministry of Religious Affairs

    ○ Private university under Ministry of Religious Affairs

    ○ Other (please specify)

    _____

3. In what City / Province is your university?

    _____

4. How many years have you been working as an English lecturer?

    _____

5. Are you a member of English Language Education Study Program Association or APSPBI?

    ○ Yes

    ○ No

6. What subjects do you teach currently?

    _____

7. How long have you been implementing OBE in your classroom?

    _____

8. Are you available to participate in an online interview?
   (*10 selected participants for online interviews will get beautiful souvenirs as rewards*)

   ○ Yes

   ○ No

9. If you are available for an interview session, what is your preferred means of contact?

   ☐ Email (*Please provide your email in the box*)

   _____

   ☐ WhatsApp (*Please provide your WA number in the box*)

   _____

   ☐ Phone (*Please provide your phone number in the box*)

   _____

   ☐ Other (*Please provide it in the box*)

   _____

10. What university do you work at??

    _____

11. If you would like to enter a prize draw for the chance to win one of 40 vouchers, please enter your details below!

    ○ Yes (*Please provide your phone number*)

    _____

    ○ No

12. What university do you work at?

    _____

13. If you would like to enter a prize draw for the chance to win one of 40 vouchers, please enter your details below!

○ Yes (*Please provide your phone number*)

_____

○ No

End of Survey

We thank you for your time spent taking this survey.

Your response has been recorded.

Appendix 4. Samples of the consent form

UTS UNIVERSITY OF TECHNOLOGY SYDNEY

CONSENT FORM

ETH22 – 6945 - "INDONESIA'S HIGHER EDUCATION CURRICULUM: PERCEPTIONS AND IMPLEMENTATION OF OUTCOMES-BASED EDUCATION AMONG ENGLISH TEACHERS"

I, _____ agree to participate in the research project being conducted by Restu Mufanti, 15 Broadway, Ultimo NSW 2007, telephone _____. I understand that funding for this research has been provided by *FASS HDR Student Fund, UTS*.

I have read the Participant Information Sheet or someone has read it to me in a language that I understand.

I understand the purposes, procedures and risks of the research as described in the Participant Information Sheet.

I have had an opportunity to ask questions and I am satisfied with the answers I have received.

I freely agree to participate in this research project as described and understand that I am free to withdraw at any time without affecting my relationship with the researchers or the University of Technology Sydney or my university.

I understand that I will be given a signed copy of this document to keep.

I am aware that I can contact Restu Mufanti if I have any concerns about the research.

Production Note:
Signature removed prior to publication.

_____   15/07/2022
Name and Signature [participant]   Date

Production Note:
Signature removed prior to publication.

Restu Mufanti _____   15/07/2022
Name and Signature [researcher]   Date

LEMBAR PERSETUJUAN

ETH22 – 6945 - "KURIKULUM PERGURUAN TINGGI INDONESIA: PERSEPSI DAN IMPLEMENTASI PENDIDIKAN BERBASIS HASIL DI KALANGAN GURU BAHASA INGGRIS "

Saya, _____ setuju untuk berpartisipasi dalam proyek penelitian yang dilakukan oleh Restu Mufanti, 15 Broadway, Ultimo NSW 2007, telepon _____. Saya mengerti bahwa pendanaan untuk penelitian ini telah disediakan oleh FASS HDR Student Fund, UTS.

Saya telah membaca Lembar Informasi Partisipan atau seseorang telah membacakannya untuk saya dalam bahasa yang saya mengerti.

Saya memahami tujuan, prosedur, dan risiko penelitian seperti yang dijelaskan dalam Lembar Informasi Partisipan.

Saya memiliki kesempatan untuk mengajukan pertanyaan dan saya puas dengan jawaban yang saya terima.

Saya dengan bebas setuju untuk berpartisipasi dalam proyek penelitian ini sebagaimana dijelaskan dan memahami bahwa saya bebas untuk mengundurkan diri setiap saat tanpa mempengaruhi hubungan saya dengan para peneliti atau University of Technology Sydney atau Universitas saya.

Saya mengerti bahwa saya akan diberikan salinan yang ditandatangani dari dokumen ini untuk disimpan.

Saya menyadari bahwa saya dapat menghubungi Restu Mufanti jika saya memiliki kekhawatiran tentang penelitian ini.

_____   7/15/2022
Nama dan Tanda Tangan [peserta]   Tanggal

_____   15/ 07/2022
Nama dan Tanda Tangan [peneliti]   Tanggal

Appendix 5. Survey flyers and invitations

A. Survey flyers

UTS

Calls for
University English Teacher Participants

Are you interested in participating in this ONLINE SURVEY for a PhD research project?

TITLE

INDONESIA'S HIGHER EDUCATION CURRICULUM:
PERCEPTIONS AND IMPLEMENTATION OF OUTCOMES-BASED
EDUCATION AMONG ENGLISH TEACHERS

1 About the research?

This research is to find out how Indonesian higher education teachers perceive and implement Outcomes-based Education (OBE) as the dominant approach in the Indonesian higher education curriculum. We would like to use your responses to better understand how Indonesian English teachers at the university level view OBE curriculum and their implementation problems.

2 How to participate?

You can participate in this online survey using the Qualtrics platform by simply clicking this address
https://utsau.au1.qualtrics.com/jfe/form/SV_5gAgbU5vSlPEHtk

You will be directed to the survey questions with clear instructions on each section. The survey is anonymous. It is estimated you need 15 minutes to complete it, and you will go in the draw to win 1 of 40 internet vouchers. Please choose the most convenient time to take the survey.

3 Benefits of participation?

Participating in this study is expected to provide certain benefits. First, it will provide an opportunity to share your experiences, best practices, or challenges in designing and implementing OBE, allowing you to reflect on and develop your own curriculum. Second, the research findings will add to the existing literature on how teachers in Indonesia interpret the OBE concept, design curriculum based on the OBE principles, and enact it in the classroom, as well as specify the possible confusion and contextual problems. This contextual detail is expected to be meaningful to you and Indonesian HE teachers in the process of continually reshaping classroom practices.

4 More information?

- Restu Mufanti ~ P/WhatsApp: +61 493 234 727
      ~ E: restu.mufanti-1@student.uts.edu.au
- This research is being conducted under the supervision of Dr. Don Carter and Dr. Neil England, School of International Studies and Education, Faculty of Arts and Social Sciences, University of Technology Sydney
- This research has been approved by UTS Human Research Ethics Committee with Approval no. ETH22-6945.

B. Survey information via email

Dear Sir/Madam,

I am sending you this email to invite you to take part in my PhD research. My name is Restu Mufanti, a PhD student in the School of International Studies and Education, Faculty of Arts and Social Sciences, University of Technology Sydney. I am under the supervision of Dr Don Carter and Dr. Neil England.

I would like to use your responses to better understand how Indonesian English teachers at the university level view outcomes-based education curriculum and their implementation problems. Here, I am sending a survey for you to complete.
There will be no harm or discomfort as a result of this survey. The survey is anonymous. Pseudonyms will be used and participants' identities will not be disclosed for any academic publications.

For more information, you could contact me via this email.

If you have already completed the survey, please ignore.

How do I take the survey?

Please click here:

https://utsau.au1.qualtrics.com/jfe/form/SV_5gAgbU5vSlPEHtk

🙏

Thank you!
Your time and effort is highly appreciated

Yours faithfully,

Restu

C. Survey information via WhatsApp

Calls for University English Teacher Participants
Dear teachers,
I would like to hear from you.
I am inviting you to take part in the research project of my PhD study. My name is Restu Mufanti, a student at the University of Technology Sydney. I would like to use your responses to better understand how Indonesian English teachers at the university level view outcomes-based education curriculum and their implementation problems. You may need to allocate approximately 15 minutes of your time to complete the survey. You can complete the survey at any time that is convenient to you. The survey is anonymous. Pseudonyms will be used and participants' identities will not be disclosed for any academic publications. This research will unlikely cause harm or pain to you.
For more information, please see the flyer.

Note: You may also distribute the flyer and the survey link to other university teachers or colleagues who may be interested- and eligible – in participating. This could be via your social media pages, email or WhatsApp.
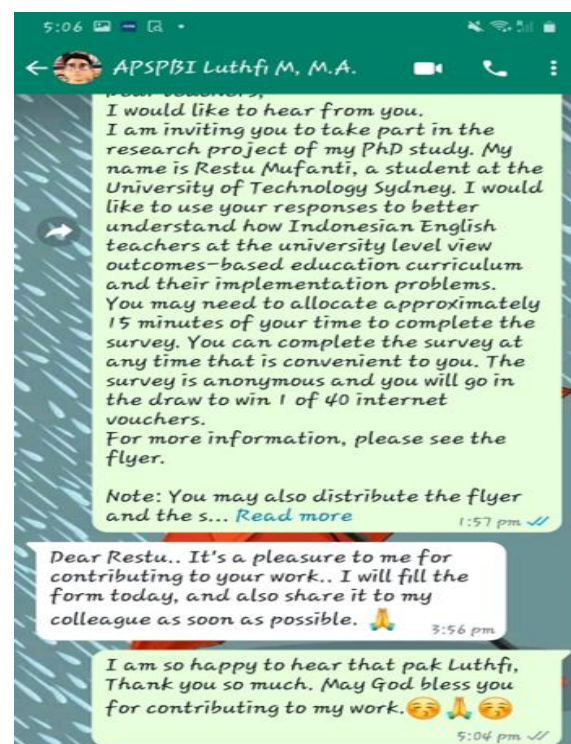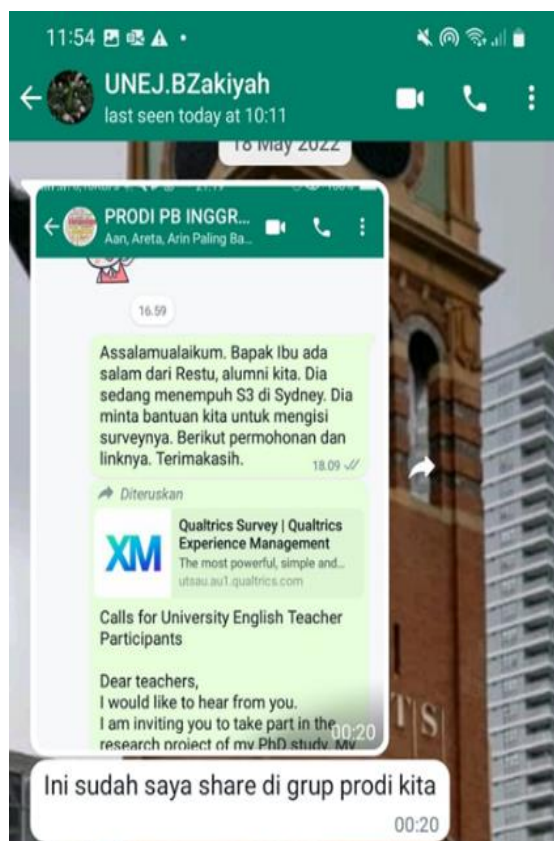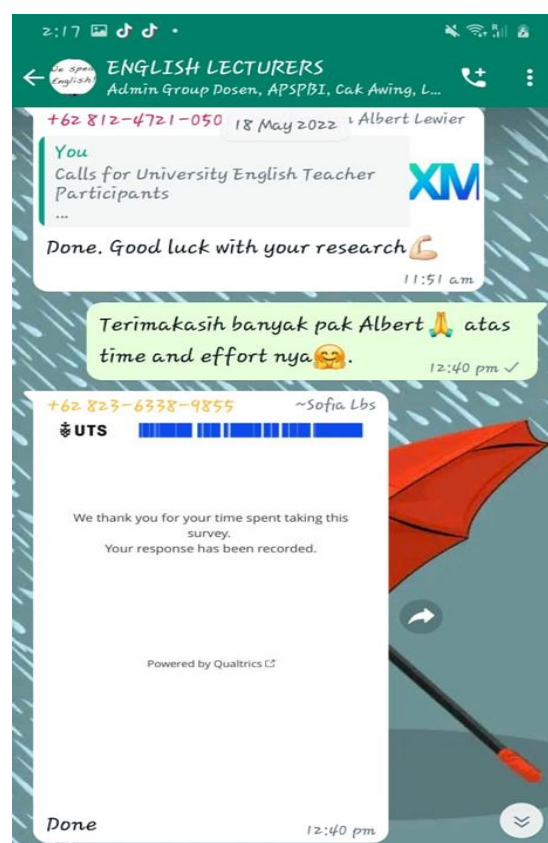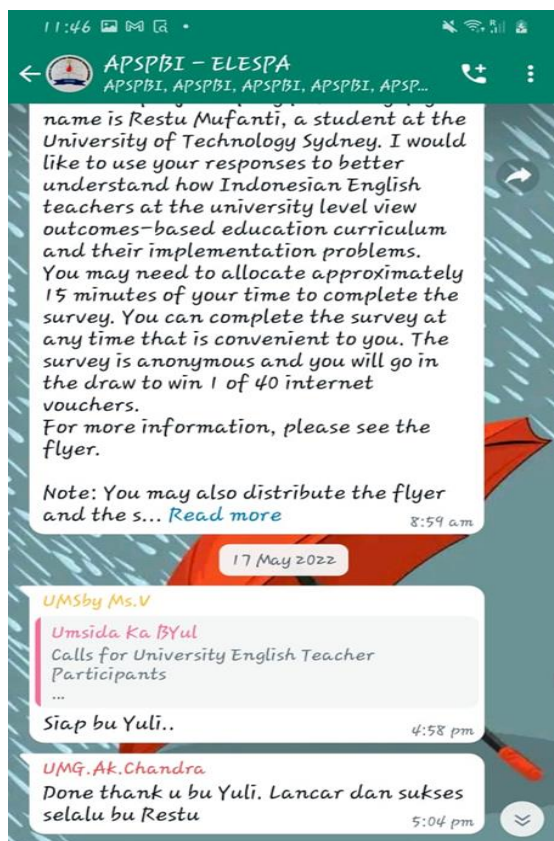
If you require further information, please contact me via messengers.
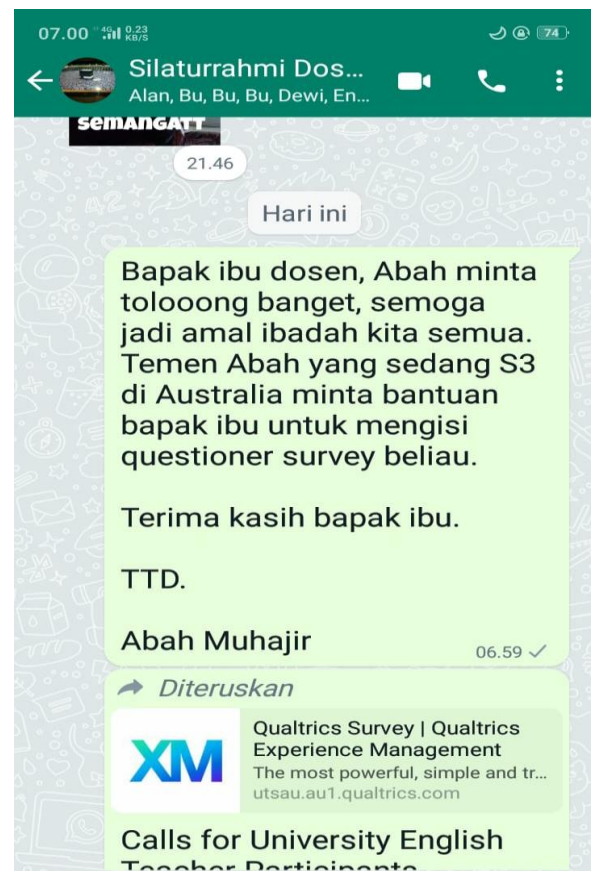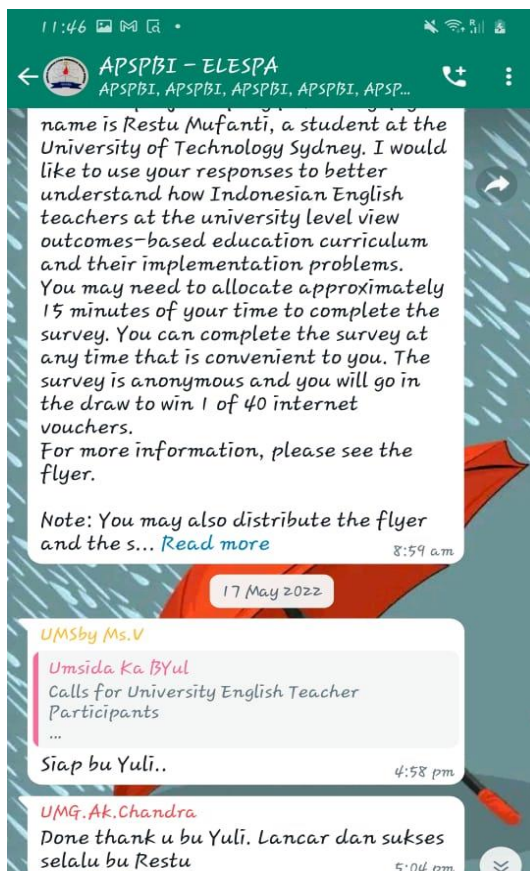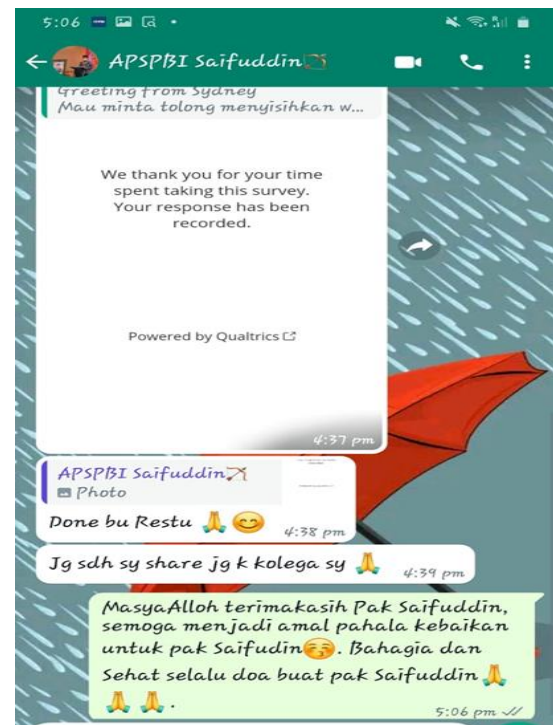
How do I take the survey?
Please click here:
https://utsau.au1.qualtrics.com/jfe/form/SV_5gAgbU5vSlPEHtk

Examples of distributing surveys through WhatsApp

D. Example of snowball techniques in this study

E. Survey information via Instagram

Screenshot 1 (2:50) — RMUFANTI Posts

Dear teachers,
I would like to hear from you.
I am inviting you to take part in the research project of my PhD study. My name is Restu Mufanti, a student at the University of Technology Sydney. I would like to use your responses to better understand how Indonesian English teachers at the university level view outcomes-based education curriculum and their implementation problems.
You may need to allocate approximately 15 minutes of your time to complete the survey. You can complete the survey at any time that is convenient to you. The survey is anonymous and you will go in the draw to win 1 of 40 internet vouchers.
For more information, please see the flyer.

Note: You may also distribute the flyer and the survey link to other university teachers or colleagues who may be interested- and eligible – in participating. This could be via your social media pages, email, Facebook or WhatsApp.

If you require further information, please contact me on ████

How do I take the survey?
Please click here:
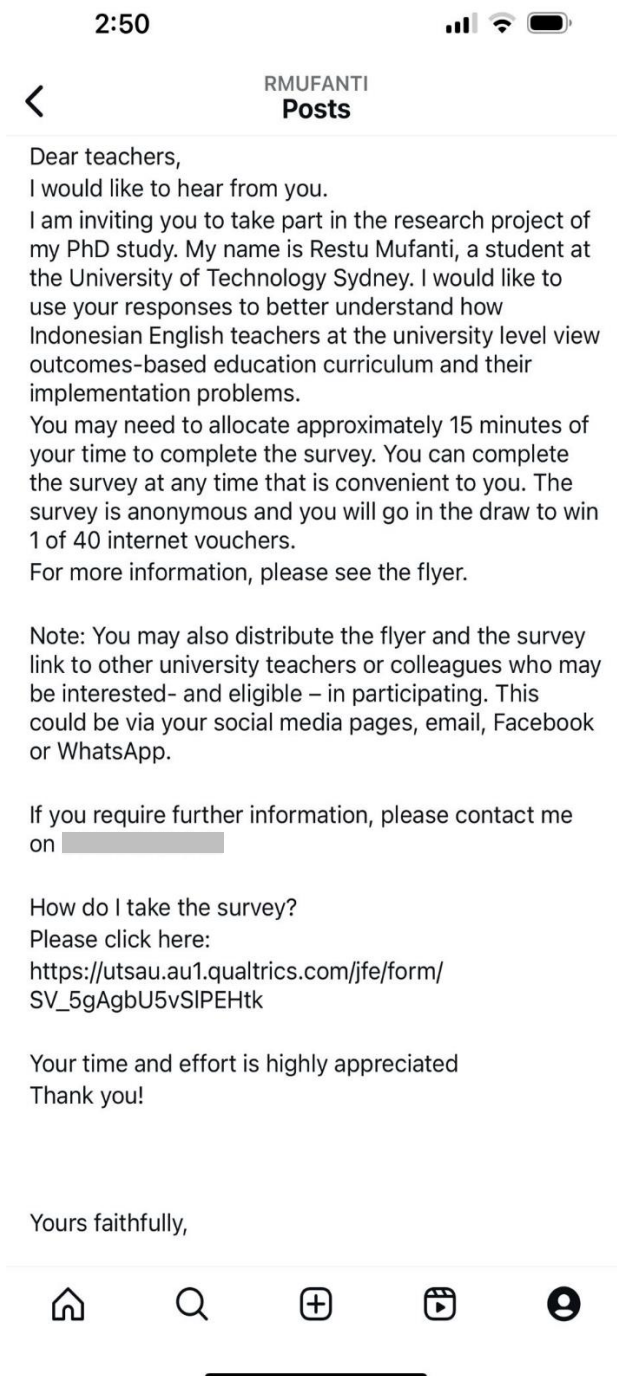https://utsau.au1.qualtrics.com/jfe/form/SV_5gAgbU5vSlPEHtk

Your time and effort is highly appreciated
Thank you!

Yours faithfully,

Screenshot 2 (2:43) — RMUFANTI Posts

rmufanti

Calls for University English Teacher Participants

Are you interested in participating in this ONLINE SURVEY for a PhD research project?

TITLE: INDONESIA'S HIGHER EDUCATION CURRICULUM: PERCEPTIONS AND IMPLEMENTATION OF OUTCOMES-BASED EDUCATION AMONG ENGLISH TEACHERS

1 About the research?
This research is to find out how Indonesian higher education teachers perceive and implement Outcomes-based Education (OBE) as the dominant approach in the Indonesian higher education curriculum. We would like to use your responses to better understand how Indonesian English teachers at the university level view OBE curriculum and their implementation problems.

2 How to participate?
You can participate in this online survey using the Qualtrics platform by simply clicking this address
https://utsau.au1.qualtrics.com/jfe/form/SV_5gAgbU5vSlPEHtk
You will be directed to the survey questions with clear instructions on each section. The survey is anonymous. It is estimated you need 15 minutes to complete it, and you will go in the draw to win 1 of 40 internet vouchers. Please choose the most convenient time to take the survey.

3 Benefits of participation?
Participating in this study is expected to provide certain benefits. First, it will provide an opportunity to share your experiences, best practices, or challenges in designing and implementing OBE, allowing you to reflect on and develop your own curriculum. Second, the research findings will add to the existing literature on how teachers in Indonesia interpret the OBE concept, design curriculum based on the OBE principles, and enact it in the classroom, as well as specify the possible confusion and contextual problems. This contextual detail is expected to be meaningful to you and Indonesian HE teachers in the process of continually reshaping classroom practices.

4 More information?
- Restu Mufanti ~ P/WhatsApp: +61 493 234 727
  ~ E: restu.mufanti-1@student.uts.edu.au
- This research is being conducted under the supervision of Dr. Don Carter and Dr. Neil England, School of International Studies and Education, Faculty of Arts and Social Sciences, University of Technology Sydney
- This research has been approved by UTS Human Research Ethics Committee with

Liked by **yuli_agusbakhrudin**, **the_orchid_body_impact** and **others**
rmufanti Calls for University English Teacher Participants

Appendix 6. Survey Logbook

Date	Activities	Reflection
Monday 12 May 2022	Prepared to distribute the survey through social media and email	The distribution timing of the survey coinciding with Eid al-Fitr, a major celebration of Muslim in Indonesia, which might affect participants' availability.
Tuesday 13 May 2022	• Surveys were initially distributed via Facebook, Instagram, WhatsApp groups, and email. Only one participant responded, possibly due to the timing coinciding with the Eid al-Fitr holiday, a major celebration in Indonesia. • Observed the response rates. Facebook users liked the posts but did not complete the survey. Similarly, Instagram users showed interest but did not result in survey completions. • Surveys were sent via email to 90 lecturers, resulting in one response where a lecturer confirmed receipt and intent to complete and share the surveys. • The survey was distributed through WhatsApp groups, which allowed for tracking engagement. Several lecturers responded positively, indicating willingness to participate and share the survey.	• The initial low response rate was likely influenced by the distribution timing. • Facebook and Instagram generated initial interest but failed to convert this interest into completed surveys. The email response was similarly low, suggesting a lack of familiarity or preference for this medium among the target demographic. • WhatsApp proved to be the most effective platform for survey distribution, reflecting its widespread use in Indonesia for various forms of communication. • In Indonesia, WhatsApp is widely used for both formal and informal communication, making it a particularly effective medium for survey distribution.
Wednesday 14 May 2022	• Monitored response rates on Qualtrics • Noted engagement levels from email, Facebook, Instagram, and WhatsApp groups.	Minimal engagement from surveys distributed through email, Facebook, Instagram, and WAGs. The lack of familiarity with email as a communication medium among the target demographic further contributed to the low participation rate. The lack of responses on Facebook and Instagram may be due to lecturers rarely using these social media platforms. In WhatsApp groups, the abundance of shared information may lead to messages being ignored or missed.
Thursday 15 May 2022	A more personalised approach was adopted, involving collecting contact information from WAGs and sending individual messages to potential respondents. Each contact was personally greeted and introduced to the survey. The following is greetings and brief	• This method, combined with a snowball sampling technique, resulted in 16 survey completions. • The personalised approach and snowball sampling technique were significantly more effective in increasing response rates compared to the initial broad distribution strategy.

Date	Activities	Reflection
	information to start building a communication: *Dear Sir/Madam* *Greeting from Sydney* *I would be happy if you can take a part to my survey for about 15 minutes.* *Thank you so much for your time and effort.* Restu Mufanti	
Friday 16 May 2022.	• Monitored response rates through personal WhatsApp. • Observed that personalised messages received positive responses, with 14 respondents completing the survey. • Followed up with friendly reminders, which proved effective in encouraging additional participation.	Sending personalised messages and reminders was particularly effective in encouraging survey completion, highlighting the importance of direct engagement and follow-up in research participation
Saturday 17 May 2022	• Sent polite reminders.	23 respondents successfully completed the survey, demonstrating that polite reminders are an effective strategy to prompt completion. For participants who indicated that they had not yet completed the survey, the researcher sent brief and non-intrusive reminders to encourage their participation. These reminders served as a gentle prompt for them to take advantage of their opportunity to contribute to the research. The aim of these reminders was to maximise participation and ensure the success of the survey. The reminders were designed to be respectful and non-intrusive, avoiding any form of coercion and maintaining the ethical standards of the research, as follows: *Gentle reminder,* *Dear Sir/Madam* *If you have already completed the survey, thank you for taking the time.* *If you have yet to respond, there is still time to contribute your valuable perceptions.* *I encourage you to complete the survey and have your say. Thank you* *Kindest regards,* *Restu*
Sunday - Wednesday 18 May - 21 May 2022	Continued to engage with potential respondents by saving ten new contact numbers per day, greeting them personally, and distributing the survey.	This effort resulted in a total of 30 completed surveys.

Date	Activities	Reflection
Thursday 22 May 2022	• Continued to distribute the survey through personal WhatsApp messages	• This effort resulted in a total of 30 completed surveys. • After the completion of the survey, most participants reported their successful participation. However, a small number of participants did not inform the researcher of their completion. To express gratitude for their participation and show appreciation, those who completed the survey received a sincere thank-you message from the researcher. This message served as a token of appreciation for their time and effort in contributing to the research. It also encouraged participants to share their experience with others, potentially increasing the reach and success of future studies. This is how the researcher expresses gratitude to the participants: *Your responses will enrich the research findings, therefore thank you very much for completing the surveys. I wish you a healthy and happy year.*
Friday – Saturday 23 May- 31 May 2022	• Saved 207 new contact numbers. • Distributed the survey link and greeted each contact personally.	This approach produced 148 responses, although some participants were surprised and inquired about the source of their contact information. The researcher clarified the shared membership in WhatsApp groups, which facilitated rapport and trust. Many lecturers also asked questions regarding various topics, such as research opportunities, studying in Sydney, and finding PhD supervisors, which the researcher addressed, thereby fostering a positive communication channel, with participants seeking further information on related topics, thereby enhancing the research's overall reach and engagement.
Wednesday – Tuesday 1 – 21 June 2022.	• Continued saving new contact numbers. • Distributed the surveys to 351 participants and greeted them personally. • Sent reminders to 400 participants who had previously received the surveys but had not yet completed	This period was particularly successful, as Qualtrics indicated that 393 participants completed the survey.
Wednesday 22 June 2022	Monitored and observed the response rates on Qualtrics	The data from Qualtrics showed that 752 respondents completed and submitted the survey
Thursday – Thursday 23 June – 30 June 2022	Calculated and analysed the responses	A total of 1,099 surveys distributed via personal WhatsApp. The data from Qualtrics showed that 752 respondents completed and submitted the survey, but only 632 responses were eligible for analysis. 120 surveys were excluded due to incomplete data.

Appendix 7. Validity and reliability of the survey instrument

A. Results of the Validity test of the pilot survey

n	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
P1	2	3	3	3	3	2	2	4	3	2	3	3	2	3	3	3	4	4	3	4
P2	5	4	4	3	3	4	3	3	3	3	2	3	3	3	4	3	3	3	3	3
P3	3	3	3	2	3	2	2	3	3	3	2	2	2	3	2	3	3	3	3	4
P4	4	4	5	4	4	3	3	3	4	3	4	3	4	3	3	3	4	4	4	4
P5	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	3
P6	5	4	2	4	3	4	4	3	4	4	4	4	5	4	4	3	4	3	3	4
P7	5	5	4	3	3	3	4	3	3	4	3	4	4	3	4	3	2	3	2	3
P8	5	5	4	4	4	5	5	4	4	5	4	4	5	4	4	4	4	4	4	4
P9	5	5	5	4	3	2	3	3	3	3	4	3	4	4	3	3	4	3	4	4
P10	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	3	2	4	3	2
P11	5	5	4	4	3	4	2	3	3	3	4	2	4	4	2	3	4	3	4	4
P12	4	4	2	4	3	3	3	3	3	3	4	3	4	4	3	3	4	3	4	4
P13	4	4	4	4	4	4	5	4	4	5	4	5	5	4	5	4	4	4	4	4
P14	2	2	1	2	4	3	3	4	4	3	2	3	1	4	3	3	4	4	4	4
P15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
P16	4	4	4	4	2	3	3	2	2	3	4	3	4	4	3	2	4	2	4	4
P17	4	4	5	4	4	5	4	4	4	4	4	4	4	5	4	4	5	4	5	5
P18	5	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4
P19	5	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	5	4	5	5
P20	5	5	5	4	2	3	4	2	2	4	4	4	5	4	4	2	4	2	4	4
r_{count}	0.503	0.326	0.323	0.758	0.326	0.683	0.651	0.128	0.313	0.640	0.718	0.584	0.657	0.562	0.524	0.522	0.510	0.108	0.758	0.333
r_{table}	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444
Results	Valid	Invalid	Invalid	Valid	Invalid	Valid	Valid	Invalid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Invalid
Category	Fair	Low	Low	High	Low	High	High	Very low	Low	High	High	Fair	High	Fair	Fair	Fair	Fair	Very low	High	Low

n	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Tot
P1	3	4	4	3	3	3	3	2	3	3	3	3	2	1	3	2	2	4	3	64
P2	4	4	4	4	3	3	5	3	3	4	3	3	3	3	2	2	3	2	4	108
P3	2	3	2	3	2	3	4	2	3	3	4	3	2	2	2	2	2	2	2	54
P4	3	4	4	3	4	3	4	4	3	3	4	3	3	3	4	4	4	3	3	120
P5	4	2	4	4	4	3	4	3	3	4	4	4	3	3	4	4	3	4	4	123
P6	4	4	4	4	4	3	5	3	3	4	5	3	3	3	4	3	3	3	4	117
P7	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	105
P8	5	5	5	4	4	3	5	4	4	4	5	4	4	4	5	3	3	4	4	126
P9	4	4	4	4	3	3	4	2	3	4	4	4	3	2	4	3	3	3	3	124
P10	4	4	3	4	4	3	4	4	3	4	4	4	3	3	4	3	3	4	4	126
P11	4	4	4	4	4	3	4	3	3	4	3	4	3	3	4	3	3	4	3	123
P12	3	3	3	3	4	4	5	3	4	3	5	3	4	4	4	4	4	5	4	130
P13	4	4	4	4	4	3	3	2	3	4	5	4	3	2	4	2	2	5	4	139
P14	3	2	3	3	4	3	4	3	3	5	4	5	3	3	4	3	3	4	4	113
P15	4	4	4	4	4	3	4	3	3	4	4	4	3	3	4	3	3	4	4	140
P16	4	2	4	4	4	3	4	3	4	4	4	4	3	3	4	3	3	4	4	116
P17	4	5	4	4	4	3	4	3	3	4	3	4	3	3	4	3	3	4	4	143
P18	3	4	3	3	4	3	4	3	3	3	4	3	3	3	4	3	3	4	4	137
P19	5	4	5	5	4	3	5	3	3	5	3	3	3	3	4	3	3	4	4	146
P20	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	136
r_{count}	0.695	0.358	0.706	0.390	0.831	0.195	0.308	0.397	0.195	0.257	0.227	0.210	0.662	0.537	0.762	0.500	0.463	0.592	0.848	
r_{table}	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	
Results	Valid	Invalid	Valid	Invalid	Valid	Invalid	Invalid	Invalid	Invalid	Invalid	Invalid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	
Category	High	Low	High	Low	Very high	Very low	Low	Low	Very low	Low	Low	Low	High	Fair	High	Fair	Fair	Fair	Very high	

Note:

Coefficient Interval	Correlation Rate
0.80 – 1.00	Very high
0.60 – 0.79	High
0.40 – 0.59	Fair
0.20 – 0.39	Low
0.00 – 0.19	Very low

B. Reliability of the survey instrument

Item	Obs	item-test correlation	item-rest correlation	average interitem covariance	alpha
Q1	20	0.5412	0.4947	0.1393	0.9319
Q2	20	0.4850	0.4438	0.1418	0.9322
Q3	20	0.3571	0.2934	0.1426	0.9349
Q4	20	0.7526	0.7322	0.1388	0.9296
Q5	20	0.4288	0.3911	0.1435	0.9326
Q6	20	0.7986	0.7743	0.1342	0.9285
Q7	20	0.7781	0.7534	0.1354	0.9288
Q8	20	0.2964	0.2547	0.1455	0.9337
Q9	20	0.4511	0.4141	0.1432	0.9324
Q10	20	0.7391	0.7153	0.1380	0.9296
Q11	20	0.7575	0.7351	0.1377	0.9294
Q12	20	0.6718	0.6429	0.1390	0.9302
Q13	20	0.7493	0.7151	0.1332	0.9292
Q14	20	0.5866	0.5543	0.1408	0.9311
Q15	20	0.5944	0.5605	0.1402	0.9310
Q16	20	0.5044	0.4733	0.1430	0.9319
Q17	20	0.5028	0.4636	0.1417	0.9320
Q18	20	0.2946	0.2526	0.1455	0.9337
Q19	20	0.6495	0.6209	0.1399	0.9305
Q20	20	0.2766	0.2351	0.1458	0.9338
Q21	20	0.7673	0.7439	0.1367	0.9291
Q22	20	0.5042	0.4558	0.1402	0.9323
Q23	20	0.6578	0.6262	0.1387	0.9304
Q24	20	0.5486	0.5207	0.1427	0.9316
Q25	20	0.7893	0.7744	0.1399	0.9297
Q26	20	0.1047	0.0846	0.1486	0.9340
Q27	20	0.3748	0.3377	0.1446	0.9330
Q28	20	0.4807	0.4468	0.1430	0.9321
Q29	20	0.2500	0.2244	0.1472	0.9335
Q30	20	0.3649	0.3276	0.1447	0.9330
Q31	20	0.3122	0.2686	0.1451	0.9337
Q32	20	0.2537	0.2163	0.1464	0.9338
Q33	20	0.6664	0.6471	0.1422	0.9309
Q34	20	0.5535	0.5194	0.1413	0.9314
Q35	20	0.7994	0.7814	0.1375	0.9290
Q36	20	0.3088	0.2670	0.1453	0.9336
Q37	20	0.3700	0.3374	0.1451	0.9329
Q38	20	0.5367	0.4975	0.1408	0.9317
Q39	20	0.7080	0.6879	0.1407	0.9303
Scale reliability coefficient				0.1415	0.9333

Appendix 8. Interview protocol

Part 1. General questions

Teachers' teaching experiences

1. Could you tell me about your experiences in teaching English?

    (e.g., What courses do you teach? What types of students have you taught? Do you share teaching with others? etc.)

In-service teacher education experiences

2. Do you have experiences in training programs of the outcomes-based education curriculum change? (eg. Where was the program held? Who organised it? How many hours/day was it? What activities did you participate in? How did the training program help you to understand the outcomes-based education curriculum? etc.)

Part 2. Specific questions

Section A Teachers' perceptions of outcomes-based education (OBE)

3. Could you tell me what you understand by the official government-designed OBE?

4. What do you know about the curriculum changes in Indonesian higher education from 2012 until now?

5. What do you think of the purposes of OBE curriculum implementation in Indonesian universities?

6. What are the major differences between the former curriculum and OBE curriculum in your teaching practice?

7. What do you know about NQf, OBE, and Merdeka Belajar?

Section B: Teachers' perception in designing subject outlines based on OBE curriculum

8. Could you tell me what you understand by the concept of 'learning outcomes'?

    (e.g., What aspects did you consider in designing the learning outcomes? What procedures did you undertake?)

9. What OBE principles did you refer to in developing this subject outline?

    (e.g., Did you identify students' needs in the future?)

10. What values, knowledge, and skills have you developed in this subject outline?

    (e.g., What were the reasons behind your decisions? Did these aspects (values, knowledge and skills) meet with learners' needs in their learning and future work career?

11. What learning materials did you choose for the achievement of these learning outcomes?

12. Please tell me about the assessment for these particular learning outcomes. What are the assessment tasks? How are they aligned with the learning outcomes?

Section C. Teachers' experiences in enacting OBE curriculum in classroom practices

13. Tell me about your experience of using the new curriculum in your classes. For example, do you think the students in a particular class achieved the outcome you set? What is your evaluation of the teaching strategies and materials you used?

Section D. Teachers' challenges in implementing OBE

14. Tell me about the challenges you faced in designing this subject outline and using it to guide your teaching.

Notes:

- Prior to interviews, interviewees are asked to present their subject outlines as mediation tools.
- From such documents, specific questions are derived (e.g., the process of creating it, what knowledge/resources they used to create it, why they made certain decisions, specific challenges in implementing it in the classroom, etc.).

Appendix 9. Sample of interview transcript

Interview no	: 1
Interviewer	: Restu Mufanti
Interviewee	: Veli (Pseudonym)
Region	: East Java
University	: University of X Surabaya, East Java
Date	: Friday, 15 July 2022
Time	: 10:00pm – 11:30pm (AEDT)

	Time	*Turn*	*Transcript*
1	00:00:05	Restu	Good evening, Bu Veli[31]
2	00:00:07	Veli	Good evening, Bu Restu
3	00:00:10	Restu	Thank you so much for volunteering for this interview. I appreciate you completing the survey, sending me the consent form, and providing two of your subject outlines designed using an outcome-based education (OBE) approach. Also, thank you for allowing me to record this session. Before we begin, do you have any questions?
4	00:00:23	Veli	No, everything is clear Bu Restu
5	00:00:25	Restu	How is Indonesia Bu?
6	00:00:27	Veli	Indonesia is fine, windy and Rainy here Bu.
7	00:00:36	Restu	Ouch, that sounds nice. Perfect, I'll begin with some general questions and then proceed to more specific ones. Could you start by sharing your experience teaching English? What courses do you teach, what types of students have you taught, and do you collaborate with others or teach courses on your own? Feel free to share anything else about your teaching that you'd like
8	00:01:52	Veli	Yeah sure. I started teaching at the university in 2014, so it's been almost eight years now. I work in the English Education Department, so I mostly teach students from there. However, I also teach in other departments, such as midwifery and nursing, where I teach English for Specific Purposes or general English. The subjects I usually teach include Classroom Action Research, Instructional Design, Curriculum and Material Development, and Assessment. Regarding collaboration, yes, I exchange experiences with other lecturers. I also work with them, especially when we have similar interests or teach similar subjects. We discuss lesson plans and, sometimes, we even engage in team teaching, although it's not in every meeting. Occasionally, I sit in on their classes to observe the teaching environment and gain insights.
9	00:03:44	Restu	Wow, what a wonderful experience! Bu Veli, I'd like to hear about your experience as an in-service teacher in developing your professional teaching skills, particularly in relation to training programs on the outcome-based education curriculum, which has recently become a prominent topic in Indonesia. You can begin by explaining when the program was held, who organised it, how long it lasted, what activities were

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[31] Pseudonym

			included, and how the training helped you understand the changes in the OBE curriculum.
10	00:04:33	Veli	Okay, so do you mean something like a workshop or seminar?
11	00:04:38	Restu	Yes, exactly.
12	00:04:41	Veli	Yeah Bu Restu, as we know that in Indonesia, we are more familiar with the National Qualifications Framework (NQF), also known as Indonesia National Qualifications Framework (INQF) or in Indonesian language is KKNI, which was introduced around 2013 or 2014. My department has been implementing a curriculum based on NQF/KKNI since 2015. Regarding OBE, I first heard about it in 2019. At the time, I was curious about how it connected with INQF because it was something new to me. When I researched further, I realised that OBE is a type of curriculum. As for workshops, honestly, I haven't formally attended any specifically on OBE. Since I'm no longer the deputy head of the Study Program, I don't have as much access to participate freely in curriculum workshops or seminars on OBE. Also, the association I belong to hasn't held any workshops or discussions on OBE yet. That's basically it, Bu Restu. The department or faculty usually appoints delegates to attend OBE workshops, so not all teachers participate. This means that not all lecturers or teachers have a good understanding of OBE due to the limited number of participants who can attend these workshops. For your information, Bu Restu, in 2020, our Ministry of Education and Culture launched a new policy called *Merdeka Belajar* (Freedom of Learning), which has been a major focus alongside OBE. However, most of the discussions have been more about *Merdeka Belajar* than OBE.
13	00:08:10	Restu	Well, we will discuss deeper into that later. Thank you so much for this information. It's very important for me and will enrich the findings. Now, in part two, I'd like to ask about your perception of OBE as the dominant approach in the Indonesian higher education curriculum. Bu Veli, what do you know about the curriculum changes in Indonesian higher education from 2012 until now?
14	00:09:10	Veli	Yes, 2012... 10 years ago, Bu Restu. Initially, the government through Directorate General of Learning and Student Affairs introduced the Higher Education Curriculum (KPT) or INQF-based curriculum in 2012, and then tried to socialise it to all universities. My department applied it in 2015. Over time, especially in 2017, we continued to discuss INQF as a framework. It wasn't until 2019 that I first heard about OBE. When I researched what OBE is, I found out that it's actually a curriculum, a system or how to say it, concept. Since 2019, as far as I know, several universities have hosted workshops and seminars presented by government representatives from Directorate General of Learning and Student Affairs, focusing on OBE. In 2020, with the new Minister of Education and Culture, Bapak Nadiem Makarim, a new program called *Merdeka Belajar* (Freedom of Learning) was launched. This program changed the curriculum significantly because it offered students and lecturers more opportunities for learning experiences, such as internships and involvement in activities across different departments or universities. Even today, in 2022, I still hear about workshops and seminars on *Merdeka Belajar* and OBE. However, I feel that I still need more understanding of how NQF, OBE, and *Merdeka Belajar* connect with each other.
15	00:12:45	Restu	You clearly understand, Bu. It seems you know a lot about curriculum changes, possibly because you're the deputy head of your department. So, you have a deep understanding. Do you believe that all teachers or your colleagues at the university have a similar understanding of curriculum changes?

16	00:13:11	Veli	Actually, it's not just because of my position as the deputy head. Fortunately, I'm interested in the teaching field, and because I teach curriculum and material development, classroom action research, and instructional design, which are all related to the system and curriculum, so I've also learned a lot about it.
17	00:14:00	Restu	Yes, you are right. You teach curriculum development.
18	00:14:09	Veli	Ya, actually only the theory part, or as we call it in Indonesia, *Teori Pengembangan Kurikulum.*
19	00:14:26	Restu	In 2012, you said that Directorate General of Learning and Student Affairs introduced the Higher Education Curriculum, or in Indonesia named as *Kurikulum Pendidikan Tinggi*. What principles or approaches do you think the Indonesian government used to implement that curriculum?
20	00:15:13	Veli	Ya ya, okay as far as I know, Bu Restu. INQF is a framework, the letter F in the INQF is a framework. The government intended to apply or design a curriculum that is clear and aligned with the demands of the industry or users. This framework is used as a reference to develop teaching documents and guide activities in teaching and learning to ensure that the process works effectively, resulting in graduates who are more qualified to meet the needs of industries or corporations. So, INQF is used to provide some inside or details descriptions about the level or the things that industry or corporate needs.
21	00:16:40	Restu	Well, so Well, what principles were used to create the descriptions in the INQF?
22	00:16:43	Veli	For that question, ehmmm honestly, I have no idea. I started questioning it when I filled out your survey and was asked about the curriculum change, INQF, and OBE."
23	00:16:50	Restu	Okay, Bu, thank you. Next, what do you think are the purposes of implementing the OBE curriculum in Indonesian universities? You touched on this earlier, but would you like to emphasise or add anything?
24	00:17:19	Veli	The most interesting part of the new curriculum is that all departments provide graduate profiles or *profil lulusan*. In preparing aspects like *capaian pembelajaran* or outcomes, everything must be analysed clearly, so we can create subjects that align with these learning outcomes, which also relate to the graduate profiles. The purpose of this process is to ensure that teaching and learning produce graduates who are well-prepared and able to work effectively in industries and corporations that meets their demands.
25	00:18:58	Restu	Perfect. Now, what are the major differences between the former curriculum and the OBE curriculum in your teaching practices?
26	00:19:12	Veli	Yes, okay. For your information, Bu Restu, I started teaching in 2014, and by 2015, I was in my second year. So, I don't have much experience with the old curriculum. I started teaching during the implementation of INQF in 2015.
27	00:19:47	Restu	So, your first-time teaching was when your university had already applied OBE?
28	00:19:52	Veli	Not OBE, but INQF
29	00:19:52	Restu	Yaa, yaa, yaa I mean your first teaching experience was when your university has applied INQF?
30	00:20:05	Veli	Yeahh since 2015
31	00:20:09	Restu	How have you dealt with the curriculum changes since 2015?

32	00:20:15	Vei	I take the OBE curriculum changes carefully as many things change recently and too many policies released by the government, that make me worry what is the best way to implement this. I mean is there any clear guideline to this and to do that? for this new curriculum? I could not find it the procedures doing this curriculum. But I have to implement it because this is the policy from the government and university.
33	00:21:01	Restu	Sure, it's not easy to adapt to these changes. Next question, how closely does your perception of OBE align with the official interpretation by the Indonesian Ministry of Education?
34	00:21:17	Veli	Yaa, actually OBE is designed to prepare students to be capable in their respective fields, based on what they've learned in their departments. This ensures that they won't struggle to find jobs, and industries or corporations will easily find the skilled human resources they need. That's why the government emphasises the importance of implementing OBE. In OBE, teaching and learning experiences are more practical. For example, we can use project-based learning, case studies, or case-based learning. These methods help students think critically and gain more relevant experience in the subjects they study. That's it, Bu.
35	00:22:36	Restu	So, meaning, the government through *Directorate of Higher Education* introduced OBE in 2020 or was it 2018?
36	00:23:04	Veli	Maybe 2018 or 2019. I was a bit late in learning about OBE; I only heard about it in 2019, although the government probably introduced it in 2018.
37	00:23:06	Restu	So, you became aware of OBE in 2019?
38	00:23:09	Veli	Yes, in 2019. But actually, when we discussed OBE with my colleagues, we had already implemented some assignments, assessments, and projects related to OBE without realising it. We were applying OBE concepts without knowing the term. It was a surprise to discover that we had been implementing OBE all along without being aware of it.
39	00:24:30	Restu	Do you mean that actually you and other lecturers at your university had been implementing OBE a long time ago but didn't realise it because you weren't familiar with the concept or term?
40	00:24:52	Veli	Yes, exactly so.
41	00:24:54	Restu	Interesting. Now, let's move on to the next section, Section B, which is more about your perception of designing subject outlines based on the OBE curriculum. I'd like to share the screen of your subject outlines you sent it. Okay, here it is. This looks great; you seem to understand the curriculum well. Do you design it using OBE.
42	00:25:52	Veli	Yes, Yes, I did.
43	00:25:54	Restu	This is the learning outcome, right? can you explain what you understand by the concept of learning outcomes?

44	00:26:00	Veli	Yeaah, Yes, that's the learning outcome, or *capaian pembelajaran*. Learning outcomes in the subject, are elaborated in detail as subject learning outcomes or outcomes of the learning. The subject learning outcomes is further elaborated into the *kompetensi akhir*. What is the term for *kompetensi akhir* in English? I forget—oh, basic competences, if I'm not mistaken. Then, I explore and describe the materials in detail. The materials are developed based on these basic competences or *kompetensi akhir*. That's how I developed this course outline, Bu Restu.
			I started by looking at the learning outcomes designed by the department. Then, I selected the ones related to my subjects. These belong to sub-CPMK or sub-learning outcomes, which are then developed into topics for the semester. The topics themselves are elaborated in the sub-learning outcomes of the subject outlines.
			Honestly, after joining OBE workshops, I'm still thinking about how to design the subject outlines more effectively. I apologise if my explanation is not clear…ehmm I think the concepts are not entirely clear to me yet. I need to think more deeply about how to develop learning outcomes into semester topics. It's a complex process.
			At that time, I took some of the composition of the outcomes in terms of value, knowledge, and both specific and general skills. Honestly, after understanding the OBE concept better, it seems that the concept is different from the course outlines I initially designed. I'll need to make some changes.
			I based my considerations on various references, subject descriptions, and the topics students should learn. I also considered Bloom's Taxonomy in the cognitive domain.
45	00:30:25	Restu	I got the point, so the procedure you follow to develop your subject outline and learning outcomes involves looking at the study program-designed learning outcomes, then developing them into your subject-specific learning outcomes, which represent the expected output from students.
			Well, have a look at this level, example you wrote Level 8 in your learning outcomes, what do you mean by that?
46	00:31:06	Veli	yeah yeah yeah yeah so here yeah. I selected some aspects, particularly the composition of the outcomes. The learning outcomes include all four aspects: affective or *sikap*, knowledge or *pengetahuan,* general skills, and specific skills (*keterampilan umum* and *pengetahuan khusus*). I chose specific numbers that align with my subjects. For example, in the affective domain, I chose S8 and S9 for Affective 8 and 9. In the knowledge aspect, I selected P8, and in general knowledge, I chose KU2. Honestly, after getting more information about OBE, I realised the concept is a bit different, and I'm still learning about it.
47	00:32:43	Restu	Then, who decided on the numbering, like the number eight number nine? The study program?
48	00:32:50	Veli	Yes, the department or specifically, the team in my study program who developed the new curriculum.
49	00:32:57	Restu	So, these numbers aren't directly related to the qualification framework levels?
50	00:33:11	Veli	Yeahh Some of the numbers are taken from INQF, but we adjust them according to our graduate profiles and the characteristics of the department.
51	00:34:20	Restu	Did you take the moral and value aspects from the department, or did you develop them yourself?
52	00:34:38	Veli	In affective aspects, if I remember they were taken from the framework, we just developed the knowledge aspects, and the skills for general and specifics.

53	00:35:59	Restu	Do you mean all the learning outcomes are taken from the departments?
54	00:35:59	Veli	For the affective aspects, if I remember correctly, they were taken from the framework. We just developed the knowledge aspects and the skills, both general and specific.
55	00:36:00	Restu	So, all the learning outcomes are provided by the department? and you don't need to develop them yourself?
56	00:36:05	Veli	No, I don't develop the main outcomes, but I do develop the sub-learning outcomes. I base this on the course learning outcomes and the materials that students need to comprehend.
57	00:36:58	Restu	So, what are your considerations when developing these learning outcomes?
58	00:37:05	Veli	Okay, my considerations are references, subject descriptions, and a clear explanation of the subject learning outcomes. I try to make these details align with the topics that students should understand and the skills they need to acquire.
59	00:37:48	Restu	So, you said that you consider Bloom's Taxonomy when designing these learning outcomes, is that correct?
60	00:38:03	Veli	Yes, I considered Bloom's Taxonomy for the cognitive aspect, from cognitive level 1 to cognitive level 6. For the first to seventh meetings, I focused on discussing theory and knowledge. Then, from meetings 9 to 15, we focused more on practical work. By the end of the course, students are expected to prepare lesson plans for English lessons at the junior and senior high school levels. The expected outcome is that students will be able to produce these lesson plans.
61	00:39:13	Restu	What OBE principles did you refer to when developing this subject outline? For example, did you consider students' future needs?
62	00:39:47	Veli	So, I implemented Project-Based Learning. Although we start with theory in the first meeting, we gradually practice writing and preparing lesson plans. I guide students through the development process step by step, analysing basic competence or *kompetensi dasar* and the core, and developing *tujuan pembelajaran* or course objectives. I don't assign the full version right away, instead, I break it down into components.
63	00:41:25	Restu	Yeah I got it, so Did you consider students' future needs when designing the subject outlines?
64	00:41:36	Veli	Yes, I considered the future needs of students, such as the skills teachers should have, like preparing lesson plans. This became one of the references for developing and preparing the course outlines.
65	00:42:13	Restu	What were the reasons behind the decision when your study programs developed the aspect "*menginternalisasi nilai norma dan etika (in English: internalising values, norms, and ethics)* or the other aspects"? Do you think these aspects meet the students' future career needs?
66	00:43:33	Veli	Yes, of course, Bu Restu. When we develop the study program curriculum, it aligns with the vision, mission, and graduate profiles. To determine the graduate profile, they are derived from a needs analysis and surveys from stakeholders and some professions and also back to the core that it is graduate profiles for English departments. For English study program, the graduate profile is primarily that of a teacher. The characteristics and capacities required for this

			job are what our students and future graduates need to acquire. These aspects are described in detail, covering both general and specific skills.
67	00:45:17	Restu	Are you confident that the outcomes designed by the study programs and your subject outlines will help students to be successful graduates or will be accepted in the industry area?
68	00:45:46	Veli	Yes Bu Restu, that was one of our efforts to prepare students or our graduates to be capable in working in schools in industry or corporate.
69	00:46:10	Restu	Can you tell me more, how your students meet industry demands
70	00:46:19	Veli	Mostly, as far as I know, they work in Muhammadiyah schools, especially primary schools, as well as in junior and senior high schools. We also need to look at the results of a tracer study once our graduates are working in the schools I mentioned. OBE helps students have a better future, though of course, there's always room for improvement.
71	00:47:18	Restu	So, do you think OBE is appropriate to implement in your department to help students in their careers?
72	00:47:25	Veli	Yes, of course, but it still needs more improvement.
73	00:47:38	Restu	Well, let's move on to the learning materials. What materials did you choose to achieve these learning outcomes?
74	00:47:53	Veli	We start by discussing the syllabus and lesson plans. First, we build up our students' competencies, ensuring they know what they need to master in developing lesson plans or RPP.
75	00:48:01	Restu	Could you give me an example from one of your topics?
76	00:48:08	Veli	First, I introduce the material related to the 2013 Curriculum, which I believe was implemented in schools. I also prepare teaching documents according to the curriculum requirements that teachers need to fulfil, such as K13. That's why I emphasise lesson plan preparation in my subject rather than focusing on the syllabus, which is already provided by the government. I discuss the lesson plan format in detail, starting with the new format introduced by the government in 2013, known as one piece of lesson plan or Indonesia we call it as lesson plan *satu lembar*. In subsequent meetings, I go into detail about each component of the lesson plan. This is what I do for my students
77	00:51:59	Restu	By the way, Bu, how about the subject outline format?
78	00:52:12	Veli	I got the format from the department, but I tried to adjust it to make it simpler and more understandable. I'm not entirely sure what the next format will be, but I aim to make it clear.
79	00:52:53	Restu	Now let's move on to the assessment. Could you explain how you assess these particular learning outcomes? What tasks do you use for assessment, and how are they aligned with the learning outcomes?
80	00:53:09	Veli	It's mostly practice-based, Bu Restu. The ultimate goal of this subject is for students to be capable of developing lesson plans. During the process, I discuss the theory and have students practice directly based on the materials covered in certain meetings. I conduct formative assessments in every meeting. The midterm exam, which is in the eighth meeting, is a summative assessment that mainly evaluates the students' understanding of the theory behind preparing

			lesson plans. In the ninth meeting, we focus on practical work, where students individually present the lesson plans, they have created. The assessments are part of the university's regulations. This includes a final exam, ongoing activities, and participation, including attendance. The formative assessments track student progress throughout each meeting.
81	00:55:45	Restu	Could you give an example of a formative assessment?
82	00:55:56	Veli	Yes, of course. For example, I ask students to develop learning objectives. I have them select basic competencies from the syllabus. After explaining the process clearly, I assign them to groups of six. Each group is responsible for preparing a lesson plan for different grades, from 7 to 12. Within the group, each member takes one basic competence and develops a full version of the lesson plan. The group leader distributes the basic competencies. I then assess them based on their ability to develop the learning objectives. They present their work, submit it, and I review it. This work becomes part of the formative assessment.
83	00:58:57	Restu	I noticed you ask your students to develop lesson plans for all the assignments for different grades. Did you consider OBE principles when designing the assessment?
84	00:59:28	Veli	Ya Bu Restu, I consider students should do something or capable doing something as the outcomes at the course, and here, I consider their ability to develop the lesson plan. It will be the outcomes of the courses. The lesson plan itself become the product of the subject.
85	01:00:15	Restu	Now, moving on your experience in enacting the OBE curriculum in your classroom?
86	01:00:18	Veli	Yes bu. I am happy to share my experience.
87	01:00:21\	Restu	Tell me about your experience of using the new curriculum in your classes. For example, do you think the students in a particular class achieved the outcome you set? And what is your evaluation of the teaching strategies and materials you used?
88	01:00:51	Veli	Yes, okay, Bu Restu. The implementation of the curriculum starts with the lecturers or teachers, from developing the materials to preparing the assessment system, which directly influences teaching and learning activities. I'm confident that students feel the impact of the courses through the activities they complete. According to my observations, when I asked my students, they realised that the assignments required them to do more than just learn the material—they had to engage in various activities. By the end, they often confess that there were many assignments to complete. So, to implement the OBE, I asked the students to do presentation and produce the lesson plan.
89	01:02:40	Restu	Do you also evaluate the strategies and assessments regularly?
90	01:02:49	Veli	Yes, of course, Bu Restu. I use a trial-and-error approach. I realise that making OBE work is not easy; I have to adapt and adjust based on the students' characteristics. I don't want to burden students with too many activities and assignments. I want them to feel comfortable in my course or class. I really hope the students see the courses as learning by doing. By the end, they understand the concepts because they've applied them, identified problems, and analysed solutions.
91	01:03:47	Restu	Can you share strategies that you think have worked well based on OBE principles?

92	01:03:53	Veli	Yes, okay. I tried to implement project-based learning, but in a different subject, classroom action research (CAR). After discussing the theories and the stages of CAR, I assign my students to observe or identify issues in junior and senior high schools in Surabaya, particularly in English classrooms, to observe how the teachers teach, how the students engage in the classroom, or any issues that they found in the classroom. I asked them to identify real problems and then formulate solutions. They then prepare a CAR proposal. I hope they feel the learning experience and understand the concept better when they have to conduct CAR or other projects required for graduation. This gives them experience in identifying real problems in schools. After they make a project, then I conducted mid-examination. And this mid-examination is arranged by the study programs. This mid examination is to know how students understand the theories. After the midterm examination, I still had seven meetings left. For these sessions, I asked students to make presentations based on their proposals. After completing 14 meetings, I conducted the final examination. I followed a similar approach in my curriculum and instructional design class, but the difference was that the product I asked the students to create was a lesson plan for junior and senior high schools. For my class using OBE, the main point is that I have implemented the OBE curriculum by encouraging my students to find real-world problems in schools. However, I'm not sure if it is the correct way, as I am not confident in my own understanding of OBE. That's it, Bu Restu.
93	01:05:55	Restu	Bu Veli, tell me about the challenges you faced in designing this subject outline and using it to guide your teaching.
94	01:06:13	Veli	Developing subject outlines or lesson plans to meet OBE requirements is not simple. Everything needs to be detailed, clear, and precise, including the learning outcomes, sub-learning outcomes, and materials. It's very time-consuming. But as lecturers, we also need to think about the implementation. Besides preparing the documents, I must ensure the activities align with the students' characteristics. Even within the same department, each batch of students has different characteristics. I need to readjust every year because the students and situations change. That's the challenge I face.
95	01:07:53	Restu	Yes, I understand. It's not simple, time-consuming, and you need to adjust to students' characteristics.
96	01:08:04	Veli	Yeahh, that's Bu Restu
97	01:09:01	Restu	Have you attended workshops on designing course outlines based on OBE?
98	01:09:40	Veli	Yes, just recently, two days ago, we had a speaker who explained how to prepare lesson plans related to OBE. The university will later disseminate this information to all lecturers. Representatives from each department attended the workshops, and I'm sure this will be shared with all lecturers to ensure they prepare course outlines using OBE. It's not that simple.
99	01:10:48	Restu	After attending the workshops, did you notice any differences between your previous subject outlines and the ones explained by the speakers?
100	01:11:04	Veli	Yes, I realised I need to make improvements. The new concepts and format are more rigid and detailed, like calculating the units or credits for every meeting. I need to think more deeply and study the concepts more thoroughly, Bu Restu.

101	01:11:41	Restu	Sure, reading the concept of OBE will help us better understand how to design subject outlines. Thank you, Bu Veli. Before we close the interview, I reviewed your answers to the open-ended survey questions, and I found your responses very interesting. I want to clarify a few things, and you may want to elaborate on your answers.
			The first question is about your perception of the OBE curriculum in Indonesia. Your responses were direct, stating that OBE in Indonesia should be implemented more appropriately. Could you explain why you believe it should be implemented correctly? Feel free to provide examples.
102	01:12:48	Veli	yeah okay yeah, yes as we know, there are many terms in our curriculum like INQF, OBE, and *Merdeka Belajar*. We need to clearly understand the concept of OBE to see whether it's a system, a theory, or something else. I believe OBE helps students to have better future, to get better jobs, to meet the international standard, this is good curriculum to prepare our students, but also need, still need more improvement, the improvement in all aspects, especially in the implementation. My point is that it should be implemented properly because the concept, along with everything they've put into it, needs to be fully understood by all lecturers—not just the department heads or secretaries. The curriculum should be familiar to all lecturers, as it aligns with course development.
103	01:15:14	Restu	So, if I summarise your statements, you believe that the government provides curriculum change information mainly to the heads or secretaries of departments, and the workshops are attended only by delegates. Ideally, these delegates should disseminate the information to other teachers in their universities, but this isn't happening as it should. As a result, teachers, who are the core of curriculum change, don't fully understand the curriculum changes or the OBE concept. They only know that there are new terms. Is that what you're saying?
104	01:15:52	Veli	Yes, exactly, Bu Restu.
105	01:18:38	Restu	Alright, you mentioned that the purpose of OBE implementation in Indonesia is "to create high-quality and competent graduates who can work professionally in industrial environments." That's clear enough for me. I'd like your confirmation on one thing: my understanding is that outcome-based education is the curriculum, with *Merdeka Belajar* as the policy or framework to make it work, and the qualification framework serves as the foundation. Could you elaborate on this and provide an example?
106	01:19:09	Veli	Yeah yeah yeah yeah. Yes, according to my understanding, the connection between the framework, OBE, and *Merdeka Belajar* is as follows: The government introduced INQF in 2012 and implemented it in 2015 as a framework. Recently, OBE was introduced, becoming the basis of the educational system. Later, *Merdeka Belajar* was introduced, which, although an older concept, became clearer as a theory that underpins the educational system. So, I see OBE as a type of curriculum. OBE is like the other curriculum, such as content based, competence based. Yeah, I mean it is similar to content-based or competence-based curricula. INQF is a framework that includes a levelling system. *Merdeka Belajar* tends to be more of a policy, with specific implementations for programs like internships and student exchanges. The framework acts as a bridge between industry demands and how universities develop curricula based on that framework. INQF should be the real framework and serve as a useful bridge.

107	01:20:01	Restu	Next, you mentioned that in your understanding, the OBE curriculum is designed with outcomes as the primary focus. Could you elaborate on this?
108	01:20:18	Veli	Yes, in my understanding, OBE, or curriculum based on the outcomes or *kurikulum berbasis hasil* in Indonesian language, means that when we teach, the outcomes should be clear, such as having specific products or competencies. Students should be capable of doing or creating something based on what they've learned in the course. By the end of the course or subject, they should be able to apply what they've learned.
109	01:20:54	Restu	I see. Lastly, you mentioned that one of the difficulties in implementing OBE is the commitment of the top leaders to involve all university members properly. Could you explain this further?
110	01:21:28	Veli	Sure, I think curriculum development should be sustainable, and this depends on the commitment of the top university leaders. Their commitment needs to be consistent and align with ongoing developments. That's it, Bu Restu.
111	01:23:14	Restu	Do you think the commitment of top university leaders should be improved to help motivate teachers in implementing the curriculum?
112	01:23:59	Veli	I think not only the motivation, but also the provision of facilities, support for lecturers, and more faith in the system. Implementing OBE is not easy—it requires more responsibility and is expensive, especially when shaping students to be capable in their specialties. It's not a simple task. The top leaders need to understand this, commit to it. My final point is this, if we want to implement OBE, it should start with the top leaders' commitment. The top leaders should be committed, provide the necessary facilities, and offer continuous support to lecturers—not only to understand the curriculum but also continuous support for lecturers. The top leaders in university or faculty should commit to develop lecturers' understanding in their specific fields is crucial because preparing students starts with equipping lecturers with expertise in their areas. That's crucial bu Restu. The university's top leaders should provide the space and support for all lecturers.
113	01:24:27	Restu	Thanks, Bu Veli. That's all the questions. But before we finish, may I ask one more thing?
114	01:24:30	Veli	Yes Bu Restu
115	01:24:49	Restu	Do you think lecturers like us need to develop the learning outcomes? I mean, we take the learning outcomes from the curriculum designed by the study program and then design them based on our courses.
116	01:25:08	Veli	Yes, developing learning outcomes should definitely align with the department's outcomes. But after attending the workshops, I realise that I need to dive deeper. Really, OBE is not simple. Designing course outlines using OBE is not simple. It needs to be understandable while considering OBE concepts. We have two main tasks: developing course outlines and ensuring they align with our subjects.
117	01:25:25	Restu	Is there any monitoring for teachers to ensure the proper implementation of the new curriculum, like in designing course outlines?
118	01:25:54	Veli	Actually, at my university, we have a unit, like a learning bureau, responsible for overseeing curriculum development, including the design of lesson plans. But, the bureau isn't functioning as it should to ensure that the subject outlines are properly developed as it should because they need to fully understand OBE

			before evaluating our lesson plans, and we're still learning the concepts of OBE ourselves.
114	01:26:32	Restu	To wrap up the interview, I'll summarise three key points from your statements: first, many teachers still don't fully understand the OBE curriculum, so how can it be implemented effectively when teachers—the core of curriculum change—don't understand the concepts? Second, as you mentioned, the government should simplify the terms or concepts. Third, you could be considered a privileged teacher because, in addition to your interest in curriculum development, you were the secretary of the English Language Study Program, giving you the opportunity to participate in many workshops and gain insights into curriculum changes, especially the OBE curriculum.
115	01:27:00	Veli	Yes, Bu Restu, that's correct. If we want to implement OBE, it should start with the top leaders' commitment.
116	01:27:13	Restu	Thank you so much, Bu Veli. You've shared some very interesting insights and experience to implement the OBE curriculum with me. See you again. I'll stop the recording now.
118	01:27:38	Veli	See you Bu Restu.

Appendix 10. Samples of OBE-informed subject outlines

(English version)

SUBJECT OUTLINE
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SURABAYA

SUBJECT OUTLINE INFORMATION

Study Program	*Bachelor on English Language Education*	*Date*	*February 2022*
Subject Outline	Instructional Design	Credit hours	3 credits
Pre-requisite	▪ Theory of Curriculum Development ▪ Teaching Strategy	Semester	IV (four)
Lecturer	Vega Hesmatantya, S.Pd., M.Pd.		

SUBJECT OUTLINE DESCRIPTION

This course explores into the fundamental concepts of lesson planning and design, as well as learning planning models used in schools based on the 2013 curriculum. The final competency expected from this course is the ability to design a Learning Implementation Plan (RPP) based on the subject syllabus, including components such as: (1) the identity of the educational unit; (2) core and basic competencies; (3) indicators; (4) goals; (5) materials; (6) learning approaches, methods, and techniques; (7) learning steps; (8) media and learning resources; and (9) assessment.

COURSE LEARNING OUTCOMES

- **Moral and Value 8**: Internalise academic values, norms, and ethics.

- **Moral and Value 9**: Demonstrate responsibility for work in their field independently.

- **Knowledge 8**: Master general concepts, principles, methods, and techniques, including lesson planning, assessment, and evaluation of the learning process and outcomes, development of teaching materials, and learning media.

- **General Skill 2**: Able to demonstrate independent, quality, and measurable performance.

- **Specific Skills 5**: Able to carry out English teaching by utilising various learning media and ICT to achieve effective, creative, innovative, and student-centred learning, including the analysis, adaptation, and use of learning resources and electronic learning media.

SUBJECT LEARNING OUTCOMES

- Apply an understanding of teaching as a system and how lesson plans are prepared and developed.
- Apply an understanding of the differences in function and components of the Syllabus and Lesson Plan based on the 2013 curriculum.
- Apply an understanding of core and basic competencies as the basis for lesson planning.
- Apply skills in preparing Indicators and Learning Objectives based on Bloom's Taxonomy.
- Apply skills in determining learning materials.
- Apply skills in implementing teaching methods and strategies.
- Apply skills in selecting learning resources and media.
- Apply skills in designing activities and learning steps.
- Skills in preparing and developing assessment plans.

Teaching Learning Process

Meeting	Topics	Activities	Reference
1	RPS and Course Contract, The Importance of Lesson Planning, Overview of Ministry of Education Regulations on 2013 Curriculum RPP	Class discussion	http://bit.ly/Permendikbud1032014 http://bit.ly/KurikulumDaruratCovid19 http://bit.ly/Kurikulum2013NonCovid19 http://bit.ly/PraktikRPPBlendedLearning
2	Syllabus and Learning Implementation Plan, Definition, Functions, Components, COVID-19 Emergency Curriculum, Simplification of RPP, How to Determine Effective Weeks in Learning	Class discussion	(Susanto, 2015) Page 1-8 http://bit.ly/EdaranMentriRPP http://bit.ly/bukusak uRPP http://bit.ly/RPPBlendedLearning http://bit.ly/MingguEfektif
3	Blended Learning RPP, Planning K13 Learning, Definition and Function of Core Competencies and Basic Competencies, Differences in the Substance of Core and Basic Competencies	Class Discussion	(*Buku pegangan pembelajaran berorientasi pada keterampilan berpikir tingkat tinggi*, 2018) Page 17 https://rebrand.ly/buku_pegangan_pembelajaran_hots-pdf- cb0b8

4	Indicators and Learning Objectives, Definition, Role and Function, Bloom's Taxonomy, Cognitive Domain, Psychomotor Domain, Affective Domain, High-Level Thinking Skills	Class Discussion	(Susanto, 2015) Page 9-30 (*Buku pegangan pembelajaran berorientasi pada keterampilan berpikir tingkat tinggi*, 2018) Page 5 – 14 https://rebrand.ly/taksonomi-bloom https://rebrand.ly/bloom2 https://rebrand.ly/buku_pegangan_pembelajaran_hots-pdf- cb0b8
5	Determining Learning Materials, Identifying Learning Materials Based on Core Competencies and Basic Competencies, Developing Learning Materials Based on Core Competencies and Basic Competencies	Class Discussion	Silabus Bahasa Inggris SMP dan SMA http://bit.ly/KurikulumDaruratCovid19 http://bit.ly/Kurikulum2013NonCovid19 https://tinyurl.com/BukuAjarSiswa
6	Implementation of Teaching Methods and Strategies, Determining Teaching Methods, Determining Teaching Strategies, Determining Learning Resources and Media, Learning Resources in the form of Textbooks, Videos, Authentic Materials, Digital and Non-Digital Learning Media	Class Discussion	(Susanto, 2015) Page 37 – 48 https://rebrand.ly/deborah_l-_norland terry_pruett-85e36 http://bit.ly/ReferencesELTStrategies https://eltexperiences.com/10-websites-

			for-english- language-teachers/ https://www.fluentu.com/blog/educator/authentic-materials- in-language- teaching-2/
7	Developing and Elaborating Learning Steps, Elaboration of Teaching Methods and Strategies into Learning Steps	Group discussion	(Susanto, 2015) Page 51 - 60
8	Mid-Term Exam		
9	Assessment and Evaluation Planning, Objective and Subjective Assessment, Formative and Summative Assessment, Developing Student Worksheet Framework (LKPD)	Class Discussion	(Susanto, 2015) Page 67 – 89 https://englishpost.org/objective-and-subjective-tests/ https://resourced.prometheanworld.com/types-of-summative- formative-assessment/
10	High School Year 7 Lesson Plan Presentation	Group Presentation	High school syllabus http://bit.ly/KurikulumDaruratCovid19
11	High School Year 8 Lesson Plan Presentation	Group Presentation	High school syllabus http://bit.ly/KurikulumDaruratCovid19
12	High School Year 9 Lesson Plan Presentation	Group Presentation	High school syllabushttp://bit.ly/KurikulumDaruratCovid19
13	High School Year 10 Lesson Plan Presentation	Group Presentation	High school syllabus http://bit.ly/KurikulumDaruratCovid19
14	High School Year 11 Lesson Plan Presentation	Group Presentation	High school syllabus http://bit.ly/KurikulumDaruratCovid19
15	High School Year 12 Lesson Plan Presentation	Group Presentation	High school syllabus http://bit.ly/KurikulumDaruratCovid19
16	FINAL Exam		

LEARNING STRATEGY

- Approach: Synchronous and Asynchronous Learning
- Model: Discussion, Presentation
- Method: Communicative Language Teaching (CLT)

CLASS RULES

- Minimum attendance is 80% (maximum of 3 absences).
- Students must provide a clear reason and cannot be represented if they cannot attend synchronous classes.
- A 15-minute late tolerance is allowed.
- Assignments must be completed according to the scheduled time.
- Students are expected to actively participate during the lectures.
- Students must dress neatly, and Muslim female students should wear a *"hijab"*.[32]

ASSESSMENT
Types of Assessment:

- Assignments   : 30%
- Mid-Term Exam   : 20%
- Final Exam   : 30%
- Activity and Participation : 20%

FINAL GRADE CALCULATION

$$\text{Final Gradre} = \frac{(3 \times \text{Assignment}) + (2 \times \text{Mid Term Exams}) + (3 \times \text{Final Term Exam}) + (2 \times \text{Activities})}{10}$$

Number	Score Range	Letter	Grade Point	Category
1.	80 – 100	A	4	Very good
2.	72 – 79	AB	3,5	Good
3.	64 – 71	B	3	Fairly good
4.	56 – 63	BC	2,5	Fair
5.	48 – 55	C	2	Poor
6.	40 – 47	D	1	Very Poor
7.	≤ 39	E	0	Fail

REFERENCES

Buku pegangan pembelajaran berorientasi pada keterampilan berpikir tingkat tinggi. (2018).
Direktorat Jenderal Guru dan Tenaga Kependidikan : Kementerian Pendidikan dan Kebudayaan.
Susanto. (2015). Rencana Pelaksanaan Pembelajaran Menyatu, Koheren dan Operasional. (F. Aswandi;Suhri, Ed.). Surabaya: CV. Istana Grafika.

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[32] *Hijab is a Muslim cloth to cover the head*

Sample of Subject Outlines

(Original version)

COURSE CONTRACT ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURABAYA

IDENTITAS MATA KULIAH

Department	S1 Pendidikan Bahasa Inggris	Date	Pebruari 2022
Course	Instructional Design	Kode/Bobot MK	3 SKS
MK Prasyarat Pre-requisite	- Teori Pengembangan Kurikulum - Strategi belajar	Semester	IV (four)
Lecturer	Vega Hesmatantya, S.Pd., M.Pd.		

DESKRIPSI MATA KULIAH
This course explores into the fundamental concepts of learning planning, lesson planning design,and learning planning models in schools using the 2013 curriculum.
This course provides the final competency to design a Learning Implementation Plan (RPP) based onthe subject syllabus and the following components: (1) the education unit's identity; (2) core and basic competence; (3) indicators; (4) goals; (5) material; (6) learning approaches, methods, and techniques; (7) learning steps; (8) media and learning resources; and (9) assessment.

CAPAIAN PEMBELAJARAN MATA KULIAH

S 8   Menginternalisasi nilai, norma, dan etika akademik.
S 9   Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri
P8   Menguasai konsep umum, prinsip, metode dan teknik yang meliputi perencanaan
       pembelajaran, penilaian dan evaluasi proses dan hasil pembelajaran,pengembangan bahanajar dan media pembelajaran.
KU2   Mampu menunjukkan kinerja mandiri, bermutu dan terukur
KK5   mampu melaksanakan pembelajaran bahasa Inggris dengan memanfaatkan berbagai media
       pembelajaran dan TIK untuk menghasilkan pembelajaran yang efektif, kreatif, inovatif dan berpusat pada siswa yang meliputi analisis, adaptasi dan penggunaan sumber belajar dan media pembelajaran elektronik

KOMPETENSI AKHIR (KA)

1. Menerapkan pemahaman mengenai pengajaran adalah suatu system dan bagaimana perencanaan pembelajaran disusun dan dikembangkan.
2. Menerapkan pemahaman mengenai pengertian, perbedaan, fungsi serta komponen dariSilabus dan RPP berdasarkan kurikulum 2013.
3. Menerapkan pemahaman mengenai kompetensi inti dan kompetensi dasar sebagai dasarpenyusunan perencanaan pembelajaran
4. Menerapkan ketrampilan dalam penyusunan Indikator dan Tujuan Pembelajaran berdasar pada Bloom Taxonomy.
5. Menerapkan ketrampilan dalam menentukan materi pembelajaran.
6. Menerapkan ketrampilan dalam penerapan metode dan strategi pembelajaran.
7. Menerapkan ketrampilan dalam menentukan sumber dan media belajar.
8. Menerapkan ketrampilan dalam menyusun design kegiatan dan langkah – langkah pembelajaran.
9. Ketrampilan dalam menyusun dan mengembangkan perencanaan penilaian.

OUTLINE PERKULIAHAN

Meeting	Topics	Activities	Reference
1	▪ RPS dan Kontrak perkuliahan ▪ Peran Penting Perencanaan Pembelajaran. ▪ Overview Peraturan Kemendikbudmengenai RPP Kurikulum 2013	Class discussion	http://bit.ly/Permendikbud1032014 http://bit.ly/KurikulumDaruratCovid19 http://bit.ly/Kurikulum2013NonCovid19 http://bit.ly/PraktikRPPBlendedLearning
2	Silabus dan Rencana Pelaksanaan Pembelajaran Pengertian Perbedaan Fungsi Komponen ▪ Kurikulum Darurat Covid -19 ▪ Penyederhanaan RPP ▪ Cara Menentukan minggu efektifdalam pembelajaran.	Class discussion	(Susanto, 2015) Page 1-8 http://bit.ly/EdaranMentriRPP http://bit.ly/bukusakuRPP http://bit.ly/RPPBlendedLearning http://bit.ly/MingguEfektif

3	- RPP Blended Learning - Perencanaan pembelajaran K13 - Pengertian dan fungsi Kompetensi inti dan Kompetensi dasar. - Perbedaan substansi dari kompetensi inti dan kompetensi dasar	Class Discussion	(*Buku pegangan pembelajaran berorientasi pada keterampilan berpikir tingkat tinggi*, 2018) Page 17 https://rebrand.ly/buku_pegangan_pembelajaran_hots-pdf-cb0b8
4	Indikator dan Tujuan Pembelajaran - Pengertian - Peran dan Fungsi Bloom Taxonomy - Pengertian - Ranah Kognitif - Ranah Psikomotor - Ranah Afektif Keterampilan berpikir tingkat tinggi	Class Discussion	(Susanto, 2015) Page 9-30 (*Buku pegangan pembelajaran berorientasi pada keterampilan berpikir tingkat tinggi*, 2018) Page 5 – 14 https://rebrand.ly/taksonomi-bloom https://rebrand.ly/bloom2 https://rebrand.ly/buku_pegangan_pembelajaran_hots-pdf-cb0b8
5	Menentukan materi pembelajaran - Mengidentifikasi materi pembelajaran berdasar pada kompetensi inti dan kompetensi dasar. - Mengembangkan materi pembelajaran berdasar pada kompetensi inti dan kompetensi dasar.	Class Discussion	Silabus Bahasa Inggris SMP dan SMA http://bit.ly/KurikulumDaruratCovid19 http://bit.ly/Kurikulum2013NonCovid19 https://tinyurl.com/BukuAjarSiswa

6	Penerapan metode dan strategi pembelajaran - Menentukan metode pembelajaran - Menentukan strategi pembelajaran Menentukan sumber dan media belajar - Sumber belajar berupa buku pegangan, video, authentic material - Media belajar digital dan non digital	Class Discussion	(Susanto, 2015) Page 37 – 48 https://rebrand.ly/deborah_l-_norland terry_pruett-85e36 http://bit.ly/ReferencesELTStrategies https://eltexperiences.com/10-websites-
			for-english-language-teachers/ https://www.fluentu.com/blog/educator/authentic-materials-in-language-teaching-2/
7	Menyusun dan mengembangkan langkah – langkah pembelajaran - Elaborasi dari metode dan strategi pembelajaran yang dituangkan dalam langkah – langkah pembelajaran.	Group discussion	(Susanto, 2015) Page 51 - 60
8	Mid-Term Exam		
9	Perencanaan penilaian dan evaluasi - Penilaian obyektif dan subyektif - Penilaian formative dan summative Menyusun Kerangka Lembar Kerja Peserta Didik (LKPD)	Class Discussion	(Susanto, 2015) Page 67 – 89 https://englishpost.org/objective-and-subjective-tests/ https://resourced.prometheanworld.com/types-of-summative-formative-assessment/
10	Presentasi RPP kelas 7 SMP	Group Presentation	Silabus SMP http://bit.ly/KurikulumDaruratCovid19
11	Presentasi RPP kelas 8 SMP	Group Presentation	Silabus SMP http://bit.ly/KurikulumDaruratCovid19
12	Presentasi RPP kelas 9 SMP	Group Presentation	Silabus SMP http://bit.ly/KurikulumDaruratCovid19

13	Presentasi RPP kelas 10 SMA	Group Presentation	Silabus SMA http://bit.ly/KurikulumDaruratCovid19
14	Presentasi RPP kelas 11 SMA	Group Presentation	Silabus SMA http://bit.ly/KurikulumDaruratCovid19
15	Presentasi RPP kelas 12 SMA	Group Presentation	Silabus SMA http://bit.ly/KurikulumDaruratCovid19
16	FINAL Exam		

PELAKSANAAN PROSES PEMBELAJARAN

A. STRATEGI PEMBELAJARAN
   1. Pendekatan   : Synchronous and Asynchronous Learning
   2. Model   : Discussion, presentation
   3. Metode   : Communicative Language Teaching (CLT)

B. TATA TERTIB PERKULIAHAN
   1. Kehadiran minimal 80 % (maksimal 3 kali absen)
   2. Jika berhalangan hadir dalam kelas synchronous harus menyampaikan izin yang jelasdan tidak diwakilkan.
   3. Toleransi keterlambatan 15 menit.
   4. Mengerjakan tugas sesuai dengan jadwal atau waktu yang telah ditentukan
   5. Selama perkuliahan berlangsung, Mahasiswa proaktif untuk terlibat
   6. Berpakaian sopan dan rapih, khusus muslimah berjilbab.

I. PENILAIAN
1. Jenis Penilaian:
   a. Tugas   : 30%
   b. UTS   : 20%
   c. UAS   : 30%
   d. Aktivitas dan Partisipasi   : 20%

2. Nilai Akir

$$\text{Nilai MK} = \frac{(3 \times \text{tugas}) + (2 \times \text{UTS}) + (3 \times \text{UAS}) + (2 \times \text{Akt})}{10}$$

3. Bobot Nilai Penilaian

No	Rentang Nilai	Huruf	Angka	Kategori
1.	80 – 100	A	4	Sangat Baik
2.	72 – 79	AB	3,5	Baik
3.	64 – 71	B	3	Lebih dari Cukup
4.	56 – 63	BC	2,5	Cukup
5.	48 – 55	C	2	Kurang
6.	40 – 47	D	1	Sangat Kurang
7.	≤ 39	E	0	Gagal

REFFERENSI

*Buku pegangan pembelajaran berorientasi pada keterampilan berpikir tingkat
        tinggi.* (2018).
Direktorat Jenderal Guru dan Tenaga Kependidikan : Kementerian Pendidikan
        dan Kebudayaan.
Susanto. (2015). *Rencana Pelaksanaan Pembelajaran Menyatu, Koheren dan
        Operasional.* (F.Aswandi;Suhri, Ed.). Surabaya: CV. Istana Grafika.

Surabaya, Pebruari 2022

Dosen Pengampu   Mata KuliahMahasiswa PJMK

Vega Hesmatantya, M.Pd   _____

Ketua Progam Studi Pendidikan Bahasa Inggris

Roifah, S.Pd.,M.Pd.

Appendix 11. Sample of data coding using NVivo 12

A. Examples of Participants' Responses Indicating Well-Implemented OBE

Total references	Examples of coding beyond the provided excerpts
108 (17.1%)	▪ Quite good. It needs more practice and support from the government as well as the universities themselves (P3). ▪ Very good (P17) ▪ Making good progress (P63). ▪ Great. It creates competent graduates (P92). ▪ Now well implemented (P113). ▪ So far so good (P150). ▪ Quite successful (P180). ▪ Somewhat successful (P196). ▪ Fairly good but it needs a lot of effort and energy to get the goals of the curriculum. I think the curriculum needs to be evaluated aligned with the outcomes (I mean the graduated students) (P246). ▪ Progressively improving (252). ▪ Successfully implemented (P415). ▪ Good (P492).

B. Examples of Participants' Responses Indicating Satisfactorily Implemented OBE

Total references	Examples of coding beyond the provided excerpts
29 (4.6 %)	▪ Still moderate (P15). ▪ Still on process and some school implement the curriculum well and some others are not really well (P16). ▪ Let's go with 'moderate' because it's not just the lecturers who need to be ready, but the students should be able to keep up too (P222). ▪ Fair (P245). ▪ Gradually progressing and more teachers are gaining better understanding (P276). ▪ Moderately to conduct (P305). ▪ Not fully successful yet; we need more support (P394). ▪ Still fair... socialisation on what exactly OBE curriculum is essential. It needs a top-down approach and all relevant stakeholders should work hand in hand to make it a success (P421). ▪ Fair enough to say need much training and need to improve the system to implement as I know we implement but not serious (P591). ▪ The implementation is still at an adequate stage, not too bad but it also doesn't seem to be going well (P597).

C. Examples of Participants' Responses who just said poor and/or the likes

Total references	Examples of coding beyond the provided excerpts
258 (52.12%)	▪ Not well documented and implemented (P4). ▪ Sorry to say, but this is still not a success (P80). ▪ Unsuccessful (P122). ▪ The OBE has not been widely applied properly here (P210). ▪ This is still poor (P356). ▪ Unclear (P545). ▪ Bad (P551). ▪ Not good (P552). ▪ Poorly implemented (P559). ▪ Not well implemented (P567). ▪ There's a lack of implementation (P605). ▪ I think it is still poor (P610). ▪ Not effective for teachers (P614). ▪ The implementation is not OBE yet (P622). ▪ The implementation is not good (P620). ▪ Still not making good progress (P500).

D. Examples of Participants' Responses Indicating Poorly Implemented OBE Implementation

No	Total reference (%)	Origin of Issues	Participants' responses
1	78 (15.7%)	Issues linked to teachers	▪ It has been widely practised, but many lecturers do not fully understand how to implement it in their teaching process (P1). ▪ I found it quite hard as I hardly received sufficient information on the concepts and how to apply them (P5). ▪ I don't know how to implement it, but I know OBE and that we have to change the curriculum into OBE. In my perception, the implementation is poor (P102). ▪ There could be some parts of my ignorance of current situation of education, I think the OBE concept has not been well implemented in Indonesia, especially in my university (P215). ▪ It is not well understood, as many teachers still do not grasp how the OBE curriculum works (P256). ▪ As an average lecturer in a private university, I am still lacking in understanding the OBE curriculum. I guess this curriculum can be applied" (P374). ▪ It is still low, and some lecturers have limited understanding (P429). ▪ Not ready to start. Teachers' understanding, knowledge, or info about OBE is not well developed (P535).

			▪ I think this is still low because there's a gap between the OBE policy and its actual practice (P579).
2	48 (9.70%)	Issues linked to the national curriculum policy	▪ Still not going well since the curriculum in Indonesia keeps changing. It is not easy to master and familiarise something that is not consistent. It takes time to make it work well (P82). ▪ Government policies, HEI readiness, and academic competencies— we understand we use OBE, but we don't know what OBE is. So the government should provide more explanation (P109). ▪ For me, the Indonesian curriculum is confusing (P176). ▪ In Indonesia, OBE has gained much attention since the minister of education launched the new curriculum change in 2013, introducing the Outcome-Based Curriculum (OBC), which officially replaced the previous Competency-Based Curriculum (CBC). In the new curriculum, students' learning outcomes, previously called competency standards, have been changed to learning outcomes. The changing policies have made implementation more complicated for teachers (P223)
3	35 (7.07%)	Issues regarding resources	▪ The ministry has great enthusiasm for the OBE campaign, but its implementation (in terms of program structure) is still quite chaotic because some elements are not synchronised. The university where I teach has the passion and commitment to design and implement OBE, but this revolutionary process is still hampered by human resources and infrastructure, especially IT (P181). ▪ There's a lack of practical examples of how to implement OBE effectively (P217). ▪ The implementation of the OBE curriculum in Indonesia has not been fully realised due to limited information about this curriculum (P279). ▪ I think support materials for OBE are scarce and outdated (P577). ▪ OBE has been introduced without sufficient infrastructure support (P582)
4	33 (6.67%)	Issues linked to university management	▪ Nationwide, the OBE concept is still not well understood, hence the implementation is not yet successful. Most curricula are still focused on content-based aspects, which can be seen from the assessment types (P51). ▪ The OBE concept can be optimised if analysis, design/planning, development, implementation, and monitoring are applied for evaluation (P59). ▪ There's a lack of support and a poor system (P73). ▪ University commitment is essential to realise it (P138).

			▪ Poor. We don't have enough information about OBE. The infrastructure is not ready, and the leadership support is inadequate (P148). ▪ It is not effective to implement OBE due to inadequate support systems (P195). ▪ The system is not good enough to adopt OBE (P613).
5	24 (4.8%)	Complex nature of OBE	▪ The concept of OBE is vaguely understood. Is OBE the same as IQF? (P28). ▪ Still needs deeper assistance. All parties need to collaborate to understand the OBE concept in detail (P419). ▪ The implementation is still poor because there's widespread confusion about how to assess outcomes under OBE (P590).
6	9 (1.82%)	Lack of commitment among stakeholders	▪ Unsuccessful. There is a lack of understanding among stakeholders and teachers, and insufficient support from the institution (P122). ▪ Still in its infancy. It needs ongoing monitoring and support from stakeholders (P308).
7	6 (1.21%)	Issues linked to students	▪ It does not work in my class because the students' motivation to learn English is still lacking (P70)
8	4 (0.81%)	Unforeseen Issues	▪ Although it has been widely promoted, it has not been well organised. It makes various interpretations among teachers, especially as workshops have been held online since the COVID-19 pandemic (P261).

E. *Examples of Participants' Responses Indicating Comprehensive Understanding*

Total references (%)	Examples of participants' responses
164 (25.95%)	▪ Outcome-Based Education is an educational theory that organises every part of the educational system around specific goals (outcomes). By the end of the educational experience, each student should have achieved the set goals. There is no single specified teaching or assessment style in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted (e.g., community services, independent research, teaching factory/internship, volunteering, teaching-learning at a lower level, student exchange, team research, and innovation with industry, etc.) (P45). ▪ OBE centres education on outcomes, not just the material to be completed. OBE measures learning outcomes and enables students to develop new skills that prepare them at a global level (P59). ▪ A curriculum that determines the learning outcomes based on the knowledge and skills required by the intended profession (P65). ▪ About how to achieve learning outcomes at a global level through innovative and interactive learning, with a student-centred approach. Therefore, the learning is effective (P86).

	- OBE is not entirely new in the Indonesian curriculum. In Indonesia, teachers have always been required to set up instructional objectives in their lesson plans, covering aspects of knowledge, skill, and attitudes. However, more standardised criteria are prescribed in OBE, such as in the form of NQFs. Additionally, the term 'learning outcome' is used instead of 'learning objective.' The NQFs contain standards of qualifications to be achieved by graduates at each education level. To achieve these qualifications, OBE is designed and implemented in the form of OBE, Outcome-based teaching-learning processes, and Outcome-based assessment, all of which emphasise achieving learning outcomes at both the subject level and the study program level. The *Merdeka Belajar* policy provides multiple channels to achieve the intended learning outcomes, not necessarily through classroom teaching-learning activities in the learners' own university. In fact, eight types of learning activities are prescribed by the *Merdeka Belajar* Policy. It is very challenging as it requires teachers to reorient their teaching activities. Instead of thinking, 'What should I teach my students?' teachers now need to think, 'What should my students be able to do after learning with me? (P142). - In my perception, OBE is a curriculum that covers skills, knowledge, attitudes, abilities, and proficiencies so that the learner 'owns' the complete skills by the end of the course (P184). - An education that emphasises a clear understanding of what students are expected to know and be able to do—specifically, the skills and knowledge they need to have when they leave the school system (P223).

F. Examples of Participants' Responses Indicating Limited Understanding

Total references	Examples of participants' responses
102 (16.14%)	- The OBE curriculum is created to produce graduates who are ready for the workforce (P137). - A curriculum based on students' outcomes (P204). - OBE is a curriculum designed according to the graduate profile (P212). - One curriculum focuses on the outcome (P221). - My believe this is a curriculum based on outcomes (P405). - OBE curriculum, in my understanding is the curriculum to emphasise each student's unique potential to become their best self" (P409). - Focus on the outcome (P393).

G. Examples of Participants' Responses Indicating Irrelevant Responses

Total references	Examples of participants' responses
49 (7.75%)	- Promising (P95). - Not easy to understand (P130). - Very important (P197). - A promising but demanding curriculum (P201). - Useful for the students (P251). - This is learning through case studies (P283). - OBE is Better than the latest learning conditions (P410).

H. Examples of Participants' Responses Indicating their hindering in adopting OBE

Sources of challenge	Total references	Examples of coding
Personal professional barriers	207 (32.78%)	- I experienced difficulties in changing the educational paradigm for both teachers and students (P53). - I think, it is not easy to shift the mindset from test-based outcomes to outcome-based education (P38). - I have lack of understanding of OBE and how to design the lesson plan using OBE principles (P80). - Understanding and organising material are the two hard things in implementing the OBE curriculum (P64). - Creating the syllabus and evaluating the achievement of outcomes (P185). - I think, it is not only me, but other lecturers have the same difficulties in designing learning strategies, implementing them in class, and conducting assessments that evaluate students throughout the entire process (P189). - Adjusting the mindset of teachers/lecturers to current changes (P364). - Teachers' awareness and understanding are still low (P192). - My limited understanding of the concept (P447). - The limitations in teachers' perspectives and knowledge about the curriculum (P342). - Not all teachers/lecturers are ready to work hard to implement OBE (P286). - I think many educators in Indonesia still find it difficult to accept changes, particularly those related to creative teaching. There is a lack of support from university administrators in terms of infrastructure and financial backing (P263). - Time management issues: Lecturers are pressured and overburdened with administrative tasks, not to mention the "publish or perish" regime (P432). - Teachers' understanding of the definition of OBE, its characteristics in teaching, and how to implement it is a challenge. Most lecturers at my university struggle to grasp OBE (P172). - The hard thing to implement the new curriculum or OBE is to design the learning outcomes and finding ways to help students achieve them (P375). - Many teachers are resistant to adopting OBE (P592)
Universities	130 (20.57%)	- The leadership must have a passion for implementing it (P23). - The system at my university does not support teachers in implementing the OBE curriculum, which makes it confusing for me to design course outlines and implement the curriculum in my classroom. The university needs to change its system, including the staff and culture, so that teachers can effectively implement it. The leadership also needs to shift their mindset from traditional to modern approaches (P88). - Resources, commitment, leadership, and teachers themselves (P101). - There is no administrative support from the university because our human resources are still lacking (P309). - Facilities, technical implementation, and technical concepts (P327).

Sources of challenge	*Total references*	*Examples of coding*
		▪ The university is not ready for change, so when teachers start adapting to this new curriculum, the university does not support us adequately (P459). ▪ There is no detailed information about OBE; the university simply tells us that OBE is a new curriculum that we have to adopt (P313). ▪ Teachers' workload, poor curriculum implementation, unstable system implementation, and lack of administrative support (P233). ▪ No clear concepts and examples for teachers, so we do not understand how to transition from the old curriculum to the new one (P458). ▪ Poor curriculum implementation at the university. The difficulties hindering OBE implementation include teaching practices, the gap between teachers' expectations and reality, evaluation, and a lack of administrative support (P284). ▪ Sometimes the collaboration between the university, lecturers, students, and facilities is not well-prepared, resulting in suboptimal outcomes (P188).
Infrastructures, facilities & resources	112 (17.72%)	▪ The facilities and policies do not support the implementation of OBE (P7). ▪ There are no guidelines for teachers on how to implement OBE, such as creating RPS or examples of teaching materials, which are especially lacking on my campus (P198). ▪ Poor resources and equipment (P250). ▪ Poor facilities and infrastructure (P406). ▪ Limited resources and infrastructure (P341). ▪ Not all students and teachers are ready to implement OBE because of the lack of facilities and IT support in schools/universities (P265). ▪ Insufficient support in the form of training and infrastructure (P378). ▪ There is no institutional support or training (P235). ▪ Unstable system implementation (P56). ▪ I think many educators in Indonesia still find it difficult to accept changes, particularly those related to creative teaching. There is a lack of support from university administrators in terms of infrastructure and financial backing (P263). ▪ Resources, funding, and anxiety (P51). ▪ There are no examples of best practices for OBE (P448).I teach in a newly established school where student input varies significantly. I have students with limited potential and less confidence in their learning, alongside students with good confidence and clear potential. I need to facilitate all of them to grow together. Indonesian lecturers often have a heavy workload, including administrative tasks, research, and social services. Additionally, we need to organise many things before implementing this curriculum. The implementation has not been very successful because of these challenges. As a newly established school, we have limited resources to work with (P194).

Sources of challenge	Total references	Examples of coding
Authorities or the government	59 (9.34%)	- The policy of our ministry is not consistent (P179). - The right regulations from higher education policy (P320). - There are too many curricula released by the government (P232). - The curriculum design and commitment from policymakers are still unclear (P207). - The introduction of new curriculum terms and government policies that aren't supportive of OBE (P4). - OBE faces challenges during implementation, such as low commitment from boards, heavy lecturer workloads, lack of government support, and unstable system information (P3). - The government is unclear with the many curricula introduced (P272).
Students	52 (8.23%)	- Students' motivation (P81). - The quality of intake and their limited experience and motivation to work independently (P292). - Students are not ready or willing to study (P441). - The background of the students I taught: They tended to complete tasks without exploring deeply. It became worse when they resorted to cheating online (P428). - Changing the student's mindset during the OBE process and helping them realise its benefits (P216). - The students' characters (P22). - The readiness of students' competence, especially those enrolled at private universities (P140). - I teach in a newly established school where student input varies significantly. I have students with limited potential and less confidence in their learning, alongside students with good confidence and clear potential (P194). - Sometimes, some students are not ready for the new curriculum (P383). - Students have no clear idea of what they want to learn and achieve (P390). - Large number of students (one class of around 250); objective assessment (P74).
Complexities of OBE	34 (5.38%)	- This OBE actually seems confusing or unclear in terms of what differentiates it from the previous curriculum (P87). - Designing learning outcomes that are complex statements of the primary skills, knowledge, attitudes, abilities, and proficiencies the learner will "own" at the end of the course (P130). - Not all courses are naturally aligned with OBE objectives. I never strictly adhere to a rigid OBE curriculum; I select what I think is appropriate. This also depends on the nature of the course. For example, OBE does not suit the Post-Structuralism and Deconstruction Course. I partly consider OBE when selecting materials for the Interculturality course (P382). - OBE is still open to multiple interpretations (P433). - Proper strategies to interpret the NQFs and outcomes designed at the classroom level are complicated, as proper curriculum design has not provided all the details teachers need to work on (P211). - OBE is confusing because of the concept itself, so the challenge lies in making it understandable and practical to use (P467). - Unclear OBE (P517).

Sources of challenge	Total references	Examples of coding
		▪ There's a lot of confusion about what OBE should look like (P604).
Financial constraints	22 (3.48%)	▪ Infrastructure, financial support, and leadership roles (P149). ▪ Financial issues and support from the university itself (P368). ▪ Insufficient financial and support systems from leadership, government, and the workplace environment (P363). ▪ It is difficult to get financial support from my university if I want to attend OBE workshops (P453). ▪ The financial support from the university for teachers' development (P474).
Stakeholders	16 (2.53%)	▪ We lack information about the trends and specific skills needed to survive in the job market related to the field of ELT (P334). ▪ Synergy among all relevant stakeholders is needed, along with the willingness of employers to seriously implement it (P421). ▪ I think there is no significant difficulty in implementing OBE since all campus elements have already worked together to design and implement the OBE curriculum. The main challenge is synchronising curriculum elements with market needs. But this can be bridged by optimising tracer studies and building good communication with the market (P293). ▪ Most scholars, teachers, lecturers, and industry professionals do not deeply understand OBE, and communication among them is ineffective due to individual needs. They do not see the essence of collaboration (P389). ▪ There is a lack of stakeholder involvement, and for the English department, it is unclear what "stakeholders" even means (P593).
Total references	*632 (100)*	

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Appendix 12. Learning outcomes

developed by ELESPA – Indonesian version

ASOSIASI PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
(Badan Hukum Nomor AHU-0001553.AH.OI.07.Tahun 2015)
Sekretariat: Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Tromol Pos 29,
Yogyakarta 55002 Telp (0274) 513301

Profil Lulusan dan Capaian Pembelajaran
Program Studi Pendidikan Bahasa Inggris
(Graduate Profiles and Learning Outcomes)

Graduate Profiles
Lulusan Prodi PBI yang menguasai kemampuan dan keterampilan untuk menjadi: A. Pendidik dalam bidang Bahasa Inggris di sekolah menengah B. Wirausahawan/wati (*Enterpreneur*) dalam bidang pendidikan); berdasarkan ...... (kekhasan dan keunggulan masing-masing Prodi PBI yang diturunkan dari nilai-nilai dasar institusi/ *core values*)

Kompetensi	Ranah (Domain)	Capaian Pembelajaran: Lulusan mampu ...
A. Sikap dan kepribadian	Sikap	1. bertakwa kepada Tuhan Yang Maha Esa; 2. menjunjung tinggi nilai kemanusiaan, moral, etika, profesionalisme, dan integritas akademik; 3. menunjukkan sikap cinta tanah air dan bangsa; 4. peduli, peka, dan mau berkontribusi untuk meningkatkan kualitas hidup masyarakat; 5. memahami, menghargai, dan menghormati keragaman sosial-budaya, agama, pendapat dan cara pandang orang lain; 6. menunjukkan semangat daya juang dan kewirausahaan; 7. bertanggungjawab pada profesi yang diamanatkan secara mandiri maupun kolaboratif; 8. bersikap sebagai pribadi yang jujur, beretika, berakhlak mulia, dan menjadi teladan bagi peserta didik dan masyarakat; 9. bersikap adaptif terhadap perkembangan jaman; 10. bersikap bijaksana dalam kepemimpinan.
B. Penguasaan bidang keilmuan dan keahlian	Pengetahuan	1. menguasai bahasa Inggris minimal setara dengan tingkat *pos-intermediate* untuk menciptakan komunikasi baik lisan maupun tertulis secara lancar, akurat, efektif, dan berterima. 2. menguasai konsep linguistik (pengetahuan tentang kebahasaan) 3. menguasai pemahaman dasar budaya dan sastra Inggris 4. menguasai ilmu pendidikan dan metodologi belajar dan pembelajaran Bahasa Inggris yang meliputi pengelolaan dan pengembangan kurikulum, perencanaaan, penerapan, dan evaluasi pembelajaran, 5. menguasai prinsip-prinsip dasar penelitian dalam kaitannya dengan memulai, merencanakan, mengatur, menerapkan, dan mengevaluasi tindakan
C. Pemahaman peserta didik		6. menguasai karakteristik peserta didik, baik dalam hal fisik, psikologi, sosial, maupun budaya untuk meningkatkan kualitas pembelajaran Bahasa Inggris secara optimal; 7. menguasai teori dasar psikologi perkembangan dan psikologi pendidikan
D. Pembelajaran yang mendidik	Keterampilan Umum	1. berpikir kritis, reflektif, dan inovatif 2. menunjukkan tanggung jawab dan kepedulian terhadap masyarakat dan lingkungan sebagai bagian dari warga dunia

ASOSIASI PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
(Badan Hukum Nomor AHU-0001553.AH.OI.07.Tahun 2015)
Sekretariat: Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Tromol Pos 29,
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Keterampilan Umum	1. mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam bidang ilmu pengetahuan, teknologi atau seni sesuai dengan bidang keahliannya melalui penelitian ilmiah, penciptaan desain atau karya seni serta menyusun konsepsi ilmiah dan hasil kajiannya berdasarkan kaidah, tata cara, dan etika ilmiah dalam bentuk tesis; 2. menyusun dan mengomunikasikan ide, hasil pemikiran dan argumen saintifik secara bertanggung jawab dan didasarkan pada etika akademik, melalui media kepada masyarakat akademik dan masyarakat luas; 3. mengambil keputusan dalam konteks menyelesaikan masalah pengembangan ilmu pengetahuan, teknologi atau seni berdasarkan kajiananalisis atau eksperimental terhadap informasi dan data; 4. mendokumentasikan,menyimpan, mengamankan, dan menemukan kembali data hasil penelitian untuk menjamin kesahihan dan menghindarkan plagiasi; 5. meningkatkan kapasitas pembelajaran secara mandiri; 6. mengelola, mengembangkan dan memelihara jaringan kerja dengan kolega, sejawat di dalam lembaga dan komunitas penelitian yang lebih luas; 7. mengidentifikasi bidang keilmuan yang menjadi obyek penelitiannya dan memposisikan ke dalam suatu peta penelitian yang dikembangkan melalui pendekatan inter atau multi disipliner; 8. mendesain, melaksanakan, dan mengevaluasi model kewirausahaan di bidang Bahasa Inggris.
Keterampilan Khusus	1. mahir berbahasa Inggris lisan dan tulisan dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat *pre-advanced*; 2. mampu menghasilkan desain atau model pembelajaran baru yang inovatif dan teruji untuk pembelajaran Bahasa Inggris umum (*General English*) atau pembelajaran bahasa Inggris untuk tujuan tertentu *(English for specific purposes)*; 3. mampu berkontribusi dalam merencanakan sebuah peta jalan riset dalam bidang belajar dan pembelajaran Bahasa Inggris sebagai bahasa asing dan pengembangan dalam bidangnya melalui pendekatan inter-atau multidisipliner; 4. mampu melakukan analisis dan pendalaman terhadap teori, konsep, pendekatan dalam belajar dan pembelajaran Bahasa Inggris; 5. mampu melakukan kajian dan/atau evaluasi terhadap kebijakan atau implementasi kebijakan di bidang pendidikan Bahasa Inggris melalui pendekatan interdisipliner dan multidisipliner; 6. mampu mengelola dan mengevaluasi model kewirausahaan di bidang Bahasa Inggris.

Sumber:
1. Capaian Pembelajaran 75 Prodi_Unpublished
   (Sebagai sumber utama Capaian Pembelajaran Program Magister Pendidikan Bahasa Inggris)
2. Capaian Pembelajaran APSPBI (2018), disusun berdasarkan pertemuan Asosiasi Program Studi Pendidikan Bahasa Inggris (APSPBI), tanggal 10 - 11 Agustus 2018, di Universitas Lambung Mangkurat, Banjarmasin, Kalimantan Selatan.
3. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia, Nomor 55 Tahun 2017, tentang Standar Pendidikan Guru
4. Tuning Asia-South East, 2018, Deusto University, Spain. (Co-funded by the Erasmus+ Programme of the European Union)

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