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IMPLEMENTING OUTCOME-BASED EDUCATION: ENSURING ALIGNMENT WITH PROGRAM OUTCOMES IN INDONESIAN ENGLISH LANGUAGE TEACHING

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Abstract: This study investigates the implementation of Outcome-Based Education (OBE) in Indonesian higher education, focusing on how English language programs ensure alignment between Program Outcomes (POs) and Program-Specific Outcomes (PSOs). Using a qualitative descriptive approach, the research synthesizes insights from curriculum frameworks, institutional policy documents, and prior empirical studies on OBE-based English language instruction. The analysis demonstrates that effective OBE implementation fosters not only students' linguistic accuracy and fluency but also their critical reading, academic writing, and collaborative problem-solving abilities. Moreover, OBE promotes the integration of socio-cultural awareness, ethical communication, and digital competence as essential dimensions of communicative proficiency. Pedagogical innovations such as project-based learning, authentic performance assessment, and the use of digital learning environments like Google Classroom and AI-supported writing tools enable measurable learning outcomes aligned with 21st-century competencies. Nonetheless, the study identifies ongoing challenges, including limited teacher readiness, uneven institutional commitment, and misalignment between assessment instruments and higher-order learning objectives. Conceptually, this research positions OBE as a transformative educational model that shifts English language teaching in Indonesia from content transmission to outcome-oriented learning. It further emphasizes the importance of continuous curriculum review and systematic professional development to sustain its successful implementation. The findings provide both theoretical reinforcement for constructive alignment in curriculum design and practical guidance for English language educators in advancing quality assurance within higher education.
Keywords: *outcome-based education; english language teaching; program outcomes; program-specific outcomes; curriculum alignment.*

INTRODUCTION

Outcome-Based Education (OBE) is a modern educational approach that emphasizes measurable, clear, and relevant learning outcomes that students are expected to achieve upon completing a course (Memon & Shah, 2024; Sarfraz et al., 2023). This system differs significantly from traditional education models that focus more on accumulated lecture hours or the amount of material delivered, because OBE prioritizes students' ability to demonstrate mastery of specific competencies. In the context of English language teaching, OBE enables students to develop practical communication skills including speaking, writing, reading, and listening according to established standards (Jaya et al., 2025; Hamidi et al., 2024). This approach also helps instructors design curricula and teaching methods that are outcome-oriented rather than activity-driven.

Assessment in OBE is based on students' actual performance, allowing individual

differences in ability to be observed more clearly. This system stands in contrast to traditional evaluation models that tend to assess students based solely on average exam scores (Khan & Sarkar, 2025; Setyowati, 2023; Peng, 2025). Consequently, OBE can enhance students' motivation to learn because they clearly understand the intended learning outcomes and can monitor their own competency development. Implementing OBE in higher education, particularly in English courses, is increasingly important for preparing graduates to meet global professional demands (Allo & Deli, 2024; Merueña, 2023).

One of the main advantages of OBE is its ability to align the learning process with workforce needs and international communication requirements (Wu et al., 2023). In English courses, students are not only learning theoretical knowledge but are also trained to use the language in practical contexts through discussions, presentations, academic writing, and listening exercises relevant to professional and academic settings (Puripunyavanich, 2025; Guo & Huang, 2025; Rehman et al., 2025). his pedagogical approach encourages active, collaborative, and reflective learning, training students to think critically and creatively while using English effectively (Sukerti et al., 2024; Jaya et al., 2025a). Under the OBE framework, every learning activity is designed to achieve specific objectives, such as producing well-structured academic essays or communicating effectively in formal situations. Empirical studies show that students learning through OBE tend to have deeper mastery of materials compared to those taught using traditional methods (Le et al., 2025).

Despite these advantages, implementing OBE presents several challenges. Teachers must possess a strong understanding of OBE principles, develop competency-based assessment instruments, and adapt their instructional strategies to align with desired outcomes (Saha et al., 2023). Moreover, institutional support is essential to ensure consistency between curriculum design, teaching practices, and assessment mechanisms. In Indonesia, the adoption of OBE is aligned with the *Merdeka Belajar–Kampus Merdeka (MBKM)* policy and national accreditation frameworks established by *LAMDIK and LAM-PTKes*, which require higher education institutions to design *Program Outcomes (POs) and Program-Specific Outcomes (PSOs)* that reflect professional competencies and global readiness.

Furthermore, OBE emphasizes continuous evaluation to measure students' achievement objectively (Saha et al., 2023). In English courses, this includes language proficiency tests, project-based assessments, presentations, and portfolios that showcase students' abilities across various skills (Lestari, 2025; Saptiany & Prabowo, 2024). Outcome-focused assessment enables instructors to provide specific and constructive feedback, allowing students to address weaknesses effectively. OBE also recognizes differences in students' learning paces and styles, offering flexibility through remedial sessions, additional learning, or practical exercises (Pulungan et al., 2024; Jaya et al., 2025; Asghar et al., 2023). As a result, OBE encourages learner autonomy, self-regulation, and responsibility for personal learning growth. Previous studies suggest that OBE-based learning fosters higher motivation, engagement, and academic performance compared to traditional instruction (Qian, 2023; Hutagalung et al., 2024; Ning et al., 2025)..

The significance of studying the effect of OBE on students' performance in English language learning continues to increase because many educational institutions still rely on traditional methods that inadequately prepare students for global challenges (Handayani & Wiguna, 2024; Uljayeva, 2024). Several studies in Indonesia such as those conducted in Toraja and other regions have begun exploring the application of OBE in English education; however, most focus on surface-level implementation rather than providing a comprehensive conceptual synthesis. Therefore, the research gap is not the absence of prior research but the lack of a consolidated framework that systematically maps the alignment between program outcomes, pedagogical processes, and assessment tools within the Indonesian higher education context (He et al., 2024).

Additionally, challenges in implementing OBE in Indonesia remain highly contextual. Studies have revealed systemic issues such as inconsistencies between policy and practice, limited institutional support, and inadequate technological tools (e.g., the Bauran system) to facilitate curriculum alignment with national standards. Hence, it is essential to frame the research gap around these local implementation challenges. This study responds to that need by offering a clear, practical framework to support OBE implementation in English language programs addressing fragmented delivery

methods and the gap between policy and classroom practice prevalent in many Indonesian institutions.

Considering these gaps, this study focuses on exploring how OBE implementation influences students' performance in mastering English language skills comprehensively academically and practically. Specifically, the study aims to: (1) Analyze the relationship between outcome-based curriculum design and students' achievement in English language skills; (2) Identify challenges faced by instructors and institutions in implementing OBE within English courses; and (3) Recommend pedagogical and assessment strategies that enhance learning outcomes in English education.

Based on these objectives, the research question is formulated as follows:

How does the implementation of Outcome-Based Education (OBE) affect students' performance in English language learning in higher education?

This study contributes theoretically by providing a synthesized conceptual framework that aligns program outcomes, pedagogy, and assessment within Indonesia's higher education system. Practically, it offers guidance for lecturers and institutions in optimizing OBE implementation through authentic assessment, digital integration, and sustainable professional development. Ultimately, the findings are expected to enhance the quality of English teaching, improve student performance, and strengthen higher education's relevance to national policies and global professional demands.

METHOD

This study employs a qualitative descriptive approach with a document analysis and thematic synthesis design, focusing on conceptual and theoretical exploration rather than empirical experimentation. The purpose is to analyze how the principles of Outcome-Based Education (OBE) relate to students' performance in English language courses through a comprehensive review and synthesis of scholarly literature, policy frameworks, and institutional guidelines. This design is appropriate for capturing the complexity of OBE as a pedagogical model and for identifying patterns, themes, and conceptual relationships emerging from previous studies (Tisdell et al., 2025; Karanjakwut, 2024).

To ensure methodological transparency and systematic rigor, the literature review followed a semi-systematic document analysis procedure. Relevant sources were identified through searches in academic databases including Google Scholar, ERIC, DOAJ, and Scopus. The following Boolean search strings were used to refine results: "Outcome-Based Education" AND "Higher Education" AND "English Language Teaching", "OBE Implementation" OR "Curriculum Alignment" OR "Program Outcomes" AND "Indonesia"

A total of 127 documents were initially retrieved. After title and abstract screening, 78 studies met the inclusion criteria, and 42 studies were retained for full-text analysis based on relevance and quality.

Inclusion criteria included: (1) Studies discussing OBE implementation or theoretical foundations in higher education; (2) Research addressing English language learning or ELT within an OBE framework; and (3) Policy or institutional documents analyzing learning outcomes, assessment methods, or student performance indicators.

Exclusion criteria involved papers not peer-reviewed, unrelated to English language education, or focusing solely on non-educational disciplines. To enhance validity, cross-checking was conducted between peer-reviewed journal articles and official regulatory frameworks to ensure interpretive consistency. Limitations are acknowledged: this synthesis may not capture every OBE implementation case across Indonesian institutions due to variations in reporting and accessibility of institutional data.

Data were analyzed through thematic synthesis, involving three stages: (1) initial coding of OBE-related concepts and themes, (2) categorization of themes into analytical clusters such as learning outcomes, assessment alignment, and student performance, and (3) synthesis of findings into an integrated conceptual framework.

To ensure credibility and trustworthiness, triangulation was achieved through cross-verification of data sources and interpretive consistency was maintained by comparing findings across different educational contexts.

Additionally, the conceptual framework developed in this study integrates the three OBE typologies Conventional, Transitional, and Transformational OBE as adapted from previous literature. However, this framework is contextualized and validated within the Indonesian higher education system, particularly referencing the *Standar Nasional Pendidikan Tinggi* (SN DIKTI) and the *Buku Panduan Pengembangan Kurikulum Pendidikan Tinggi*

(Kemdikbudristek, 2023).

This adaptation ensures that each OBE typology aligns with Program Outcomes (POs) and Program-Specific Outcomes (PSOs) as mandated by national standards. For example, the Transitional OBE model emphasizes competency mapping and integrated assessment rubrics aligned with the Indonesian Qualification Framework (KKNI), while the Transformational OBE model supports continuous quality improvement consistent with SN DIKTI's outcome-based accreditation criteria.

Such alignment enhances the credibility and contextual validity of the conceptual synthesis by ensuring that OBE principles are not only theoretically sound but also applicable within Indonesia's regulatory and pedagogical landscape.

The final conceptual framework connects key OBE components clarity of learning outcomes, curriculum alignment, pedagogical strategies, and assessment systems to indicators of student performance such as language proficiency, engagement, and transferable skills. This framework serves as the analytical foundation for subsequent sections.

This section reviews the historical and theoretical evolution of OBE, highlighting how the approach shifted educational focus from teaching inputs to measurable learning outcomes. Through document analysis, the study traces the global adoption of OBE in higher education institutions and identifies its adaptation within English language education. Understanding this evolution provides a foundation for analyzing how outcome-oriented curriculum design supports competency-based English learning (Sun et al., 2024).

Thematic analysis of the reviewed literature reveals several essential implementation criteria determining OBE's success: (1) clearly defined learning outcomes; (2) alignment between teaching strategies and intended outcomes; (3) curriculum mapping through Program Outcomes (POs) and Program-Specific Outcomes (PSOs); and (4) assessment methods that measure actual competence. These criteria provide a benchmark for evaluating how English language courses achieve intended learning objectives (Li & Rohayati, 2023).

In analyzing the literature, this study identifies a major paradigm shift in assessment practices under OBE. Instead of relying on memorization-based testing, OBE emphasizes authentic assessments that evaluate critical thinking, problem-solving, and practical language application. The thematic synthesis shows that both formative and summative assessments must be designed to measure progress toward outcomes such as communicative competence and analytical writing (Alimyar, 2023; Samsi & Asiri, 2024).

To operationalize these principles, several instruments are commonly used, including rubrics for assessing performance tasks, reflection sheets for learner self-evaluation, and portfolio documentation to track continuous achievement. These tools promote transparency and consistency in evaluating English learning outcomes.

The document analysis further synthesizes findings on OBE's effects on students' performance. Studies indicate that OBE implementation enhances students' language proficiency, engagement in classroom interaction, and transferable skills such as collaboration, communication, and problem-solving (Yen et al., 2023). Thematic clustering highlights that outcome-oriented learning environments help students take ownership of their learning while improving both academic results and professional readiness.

Finally, the study identifies four underlying philosophical foundations that sustain OBE: clarity of intended outcomes, focus on student learning, alignment between curriculum and assessment, and continuous improvement. These principles serve as guiding values for evaluating OBE's influence on student performance and for designing sustainable higher education systems (Yuan, 2023).

Based on the thematic synthesis, this study proposes a conceptual framework linking OBE elements learning outcomes, pedagogical alignment, assessment practices, and continuous feedback to indicators of student performance such as language proficiency, engagement, and critical thinking. The framework provides a structured lens for interpreting the qualitative findings and guiding future empirical studies.

RESULTS AND DISCUSSION

Program Outcomes (POs) in english language courses

In the context of English language learning, program outcomes are designed to ensure that learners achieve a combination of linguistic, cognitive, and socio-cultural competencies. These include the ability to apply knowledge of linguistics, literature, and communication theories to language use, the ability to solve complex problems in reading and writing, and the application of critical and analytical skills to

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interpret various texts. Other essential outcomes include research competence in language studies, the ability to integrate modern technologies such as language learning software, social awareness of multilingual contexts, ethical considerations in communication, teamwork in collaborative projects, effective oral and written communication, classroom project management skills, and readiness for lifelong learning in a dynamic global environment (Wu et al., 2023).

Outcome-Based Education (OBE) is widely recognized as an approach that emphasizes achieving clearly defined, measurable, and relevant learning outcomes. However, its implementation varies depending on the focus and level of achievement expected. In general, scholars categorize OBE into three main types: Conventional OBE, Transitional OBE, and Transformational OBE (D. J. Jaya et al., 2025).

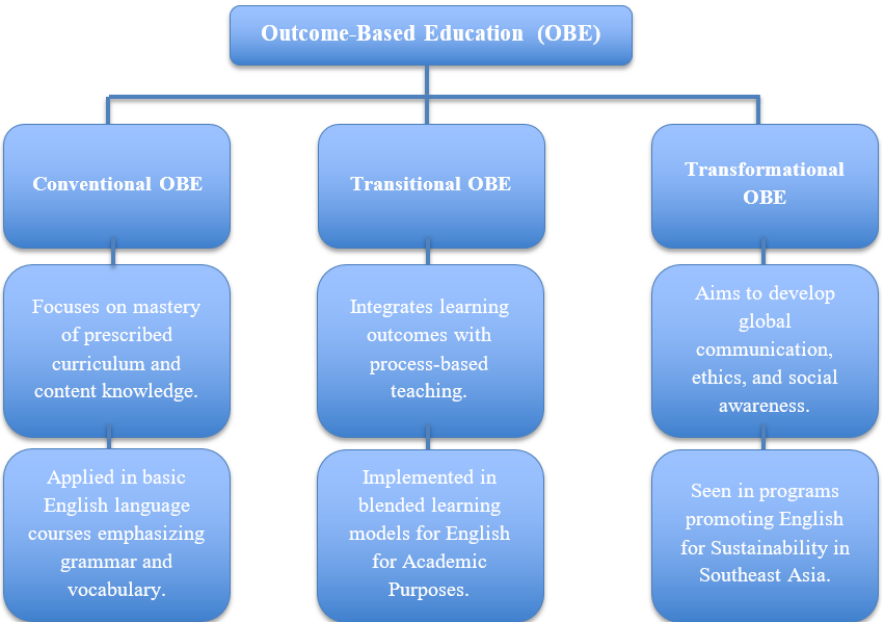


Figure 1. *Framework of Outcome-Based Education (OBE) approaches and their applications in english language learning*

Conventional OBE

This type focuses on learners' mastery of a prescribed curriculum. The primary concern lies in how well students achieve learning outcomes that reflect the content knowledge outlined in the curriculum. Thus, Conventional OBE is content-driven and centered on foundational knowledge acquisition.

Transitional OBE

Transitional OBE goes beyond content mastery and emphasizes the development of higher-order abilities such as critical thinking, problem-solving, effective communication, and teamwork. It prepares learners not only to understand concepts but also to apply their skills in diverse contexts, thereby bridging the gap between theory and practice.

Transformational OBE

At the most advanced level, Transformational OBE aims at equipping learners with interdisciplinary knowledge and specialized skills aligned with professional, organizational, and societal needs. It also highlights the importance of values, ethical principles, and dispositions. The ultimate goal is to produce graduates who are not only academically competent but also capable of contributing positively to society and adapting to dynamic global challenges.

Program-Specific Outcomes (PSOs) in english language learning

Program-Specific Outcomes (PSOs) in English courses highlight more specialized abilities that learners are expected to acquire. For example, students are expected to demonstrate advanced proficiency in speaking, listening, reading, and writing skills, the ability to analyze and produce academic and professional texts, and the competence to adapt English language use in diverse social and cultural contexts. Additionally, learners are expected to apply critical literacy to examine how language shapes thought and identity, as well as to engage in research on second language acquisition and pedagogy. These

outcomes ensure that learners not only master the mechanics of the English language but also understand its broader role in society and global communication (Saimon et al., 2023). This specialization directly supports the broader Program Outcomes (POs), which focus on fundamental knowledge, problem-solving, communication, research, ethics, teamwork, and lifelong learning as the foundation of English language education. (1) Fundamental Knowledge: Apply knowledge of linguistics, grammar, literature, and communication theories to solve complex issues in English language learning and use. (2) Problem-Solving Skills: Identify, design, and analyze challenges in language acquisition, such as difficulties in reading comprehension, writing organization, speaking fluency, and listening accuracy, using relevant linguistic principles. (3) Development of Solutions: Design and implement strategies to address language learning problems by considering cultural, social, and educational contexts while promoting inclusive and effective communication. (4) Research Skills: Use research-based knowledge and methods such as qualitative or quantitative analysis, classroom-based action research, and discourse analysis to produce accurate results in English language learning. (5) Use of Modern Tools and Techniques: Select and apply appropriate digital tools, language learning applications, and modern technologies (e.g., online platforms, corpora, AI-based tools) to enhance English language teaching and learning. (6) Social Awareness: Evaluate sociolinguistic, cultural, and contextual factors that influence language use, ensuring awareness of issues related to multilingualism, identity, and intercultural communication. (7) Sustainability in Language Learning: Demonstrate understanding of the role of English in sustainable development, particularly its importance in global communication, education, and professional advancement. (8) Ethical Issues: Apply ethical principles in communication, including honesty in academic writing, respect for cultural diversity, and responsible use of language in digital and professional contexts. (9) Teamwork: Work effectively both individually and collaboratively in diverse groups, including cross-cultural and interdisciplinary teams, to achieve shared language learning goals. (10) Communication Skills: Demonstrate the ability to communicate ideas clearly and effectively in both oral and written English, including academic writing, presentations, and professional communication. (11) Project Management Skills: Apply organizational and managerial principles to language-related projects, such as collaborative writing, research presentations, or teaching simulations, ensuring effective coordination and achievement of outcomes. (12) Lifelong Learning: Recognize the importance of continuous learning in English language development and show readiness to adapt to evolving global linguistic and communicative demands.

Learners in English language programs are expected to achieve specialized competencies that extend beyond general linguistic knowledge. These include advanced proficiency in the four core skills (listening, speaking, reading, and writing), the ability to analyze and produce academic, literary, and professional texts, and the capacity to adapt English language use to various social, cultural, and professional contexts. Students are also expected to apply critical literacy in examining how language shapes thought, identity, and power relations, as well as to engage in research on second language acquisition, pedagogy, and discourse studies. By mastering these outcomes, learners not only gain technical language proficiency but also understand the broader role of English in society, intercultural communication, and global development.

Pedagogical processes in english language programs

Pedagogical processes in outcome-based English language teaching emphasize learner-centered strategies that encourage active participation, collaboration, and authentic language use. Innovative teaching methods such as project-based learning, problem-based tasks, role-playing, debates, and micro-teaching are often integrated to enhance communication skills and critical thinking. Curriculum innovation is also crucial in addressing the evolving demands of English proficiency in academic and professional contexts, particularly in the digital age. For example, integrating technology-enhanced learning through online discussions, digital storytelling, or collaborative platforms like Google Docs can improve student engagement and language performance (Larsari et al., 2024; Lawson, 2024; Gan, 2025).

However, successful implementation of these pedagogical approaches highly depends on the readiness and professional capacity of instructors. Studies such as Wu et al. (2023) and Kirana et al. (2024) emphasize that teacher preparedness,

pedagogical literacy, and continuous professional development are critical determinants of OBE effectiveness. Without adequate training and institutional support, educators may struggle to design assessments or learning tasks aligned with clearly defined outcomes.

To address this issue, systematic professional development initiatives both self-driven and collaborative have been shown to enhance instructional competence and adaptability. Self-driven models encourage teachers to engage in reflective practice and peer observation, while collaborative professional learning communities (PLCs) foster collective problem-solving and innovation in outcome-based curriculum design (Boardman et al., 2024; Puripunyavanich, 2025). These findings suggest that pedagogical transformation under OBE requires not only methodological innovation but also sustained capacity building among faculty members.

Therefore, integrating these strategies into English language programs ensures that pedagogical processes are not only learner-centered but also teacher-empowered, creating a sustainable ecosystem where both educators and students develop critical, reflective, and outcome-oriented competencies.

Assessment in outcome-based english language education

In line with OBE principles, assessment in English language learning combines both direct and indirect measures. (1) Direct assessments include written assignments, oral presentations, portfolios, listening comprehension tests, and research projects, all of which provide concrete evidence of learners' mastery of language outcomes. (2) Indirect assessments involve surveys, self-reflections, peer evaluations, and alumni feedback, which give insights into learners' perceptions of their progress and preparedness. (3) Constructive alignment between learning outcomes, teaching strategies, and assessment tools ensures that evaluation reflects the actual competencies expected from learners. Continuous assessment (formative) is combined with summative assessments to provide a holistic view of student achievement (Ludvik, 2023; Neang et al., 2025; Kirana et al., 2024).

Table 1. *Assessment tools for OBE framework in english language courses*

Direct Assessment	Indirect Assessment
Written assignments (essays, reports, reflections)	Learner self-assessment surveys
Oral presentations and debates	Peer evaluation of group work
Listening comprehension tests	Course evaluation surveys
Reading comprehension quizzes and exams	Alumni feedback on language preparedness
Research papers or linguistic projects	Employer survey on graduates' communication skills
Portfolios of writing (academic & professional texts)	Focus group discussions with students
Performance in speaking tests (interviews, role plays, speeches)	Tracer studies of graduates' language use in workplace
Case studies and discourse analysis tasks	Feedback from internship supervisors
Continuous classroom-based assessments (CIE)	Student reflective diaries or journals
Thesis or capstone projects in language learning	Percentage of students participating in language-related extracurriculars (debate club, writing competitions, etc.)

Challenges in implementing OBE in english courses

While OBE offers numerous benefits, several challenges may arise in its implementation within English language programs. These include, Unclear or overly broad learning outcomes. Insufficient teacher training on OBE-aligned curriculum design, and, Resistance from instructors accustomed to traditional content-based methods.

Additionally, assessment practices may sometimes fail to capture the full range of communicative competence, especially in speaking and listening. Limited institutional support, inadequate infrastructure, and a lack of continuous monitoring can also hinder the effectiveness of OBE implementation. Overcoming these barriers requires strong collaboration among educators, administrators, and students to maintain consistency in program delivery (Thornhill-Miller et al., 2023; Allo & Deli, 2024).

Steps for effective implementation of OBE in english language learning

Successful OBE implementation in English

courses requires a multi-step approach. (1) Institutions must clearly define course outcomes (COs) aligned with program outcomes (POs) and broader program educational objectives (PEOs). (2) Collaboration among teachers, curriculum developers, and stakeholders is essential to ensure ownership and alignment (Williyan et al., 2024; Boardman et al., 2024). (3) Teaching and assessment strategies must be varied and inclusive, accommodating different learning styles and levels of proficiency (Perrone et al., 2024). (4) Continuous quality improvement (CQI) mechanisms, such as tracer studies, feedback loops, and alumni surveys, must be established to evaluate the effectiveness of programs. (5) Fostering a culture of innovation and lifelong learning will help both educators and learners adapt to the evolving demands of English language education in a globalized context.

The conceptual and comparative insights

The findings of this study reveal that the implementation of Outcome-Based Education (OBE) in English language courses creates a structured and measurable learning environment that enhances students' academic performance and professional readiness. The conceptual framework demonstrates that OBE operates through three interrelated levels Conventional, Transitional, and Transformational each contributing progressively to learners' linguistic and cognitive development (Saha et al., 2023; Jaya et al., 2025).

At the Conventional level, students primarily acquire foundational linguistic and grammatical knowledge. In the Transitional stage, higher-order thinking skills such as problem-solving, analysis, and communication are cultivated. Finally, Transformational OBE enables students to apply language skills in interdisciplinary and global contexts, reflecting the higher cognitive domains of Bloom's Taxonomy from application to evaluation and creation.

To situate these results within global standards, the study aligns OBE-based outcomes with the Common European Framework of Reference (CEFR). For instance, students progressing through OBE-designed curricula tend to demonstrate improvements across CEFR levels from B1 (intermediate) to C1 (advanced) as they master not only accuracy and fluency but also pragmatic and intercultural competencies (Yen et al., 2023; Wu et al., 2023).

Table 2. *Cross-study comparison: Effects of OBE on english language performance*

Author(s)	Context / Sample	Focus of OBE Implementation	Observed Impact on Student Performance
Alimyar (2023)	Higher Education, Malaysia	Integration of OBE with project-based tasks	Improved academic writing and teamwork skills
Saimon et al. (2023)	EFL, Indonesia	Alignment of PSOs with language proficiency goals	Enhanced speaking fluency and listening comprehension
Neang et al. (2025)	TESOL Programs, Cambodia	Use of direct and indirect OBE assessments	Increased learner autonomy and self-assessment accuracy
Zou et al. (2023)	Blended EFL Courses, China	Digital OBE approach via online platforms	Improved digital literacy and writing coherence
Current Study	English Language Courses, Conceptual Analysis	Comparative synthesis of OBE types and outcomes	Conceptual evidence of alignment between OBE structure and linguistic performance

This comparative synthesis confirms that OBE, when effectively aligned with Program Outcomes (POs) and Program-Specific Outcomes (PSOs), promotes comprehensive language development covering cognitive, affective, and psychomotor domains in Bloom's framework.

Discussion

The findings of this study highlight that the implementation of Outcome-Based Education (OBE) in English language courses provides a structured framework that ensures learners achieve both general and program-specific competencies. Program Outcomes (POs) emphasize not only the mastery of linguistic knowledge and communication theories but also the development of cognitive, socio-cultural, and ethical competencies that are essential for real-world application. This aligns with Saha et al. (2023) categorization of OBE into conventional, transitional, and transformational forms, where English language learning demonstrates a gradual progression from mastery of fundamental content knowledge to higher-order thinking skills, and ultimately to interdisciplinary and societal contributions.

However, when compared with the study conducted in Toraja (Yundayani et al., 2023), which mapped Program Learning Outcomes

(PLOs) and Program-Specific Outcomes (PSOs) in English Education programs, this research identifies a stronger alignment between POs–PSOs–assessment mechanisms. The Toraja study revealed that inconsistencies in defining PLOs and limited faculty training often weakened implementation. In contrast, the present synthesis emphasizes the need for constructive alignment supported by professional development and institutional capacity-building. This comparative insight demonstrates that successful OBE application depends not merely on curricular design but also on the institutional ecosystem sustaining its execution.

The integration of Program-Specific Outcomes (PSOs), such as advanced proficiency in the four language skills, the ability to analyze and produce academic and professional texts, and the competence to adapt language use across diverse cultural and social contexts, shows that English language education is not confined to grammar and vocabulary but extends to critical literacy, intercultural communication, and global readiness (Saimon et al., 2023). These findings resonate with previous research by Tran et al. (2024) and Hutagalung et al. (2024), which stress that the real challenge in achieving PSOs lies in faculty readiness and continuous professional support. Institutions with structured mentoring and peer-collaboration systems tend to demonstrate more effective outcome alignment than those relying on self-driven adaptation.

Pedagogically, OBE fosters learner-centeredness, encouraging students to construct meaning through authentic tasks rather than rote learning. For instance, in a micro-teaching scenario at the university level, students participating in project-based learning were required to design a digital storytelling project integrating grammar, pronunciation, and cultural awareness. By the end of the semester, the learners reported a 25% increase in self-assessed speaking confidence and demonstrated stronger cohesion and coherence in writing tasks, reflecting both Transitional and Transformational OBE features (Lawson, 2024).

Similar project-based outcomes were observed in Jaya et al. (2025a), where faculty mentoring and peer-assessment practices enhanced student engagement and reflective learning. The present study extends these findings by demonstrating that when OBE principles are accompanied by structured faculty professional development, such as workshops on assessment rubrics and digital pedagogy, improvements in learner autonomy and communicative competence become more sustainable.

Furthermore, by integrating Program-Specific Outcomes (PSOs) such as critical literacy, intercultural communication, and ethical language use students developed not only technical competence but also social responsibility. This aligns with Yuan (2023) and Kirana et al. (2024), who emphasize that linguistic education must foster moral and global awareness, not merely linguistic accuracy. OBE thus supports holistic student formation, aligning academic learning with ethical and global dimensions of communication.

Pedagogical processes identified in this research further reinforce the learner-centered philosophy of OBE. Approaches such as project-based learning, role-playing, debates, and micro-teaching not only encourage student participation but also strengthen problem-solving, teamwork, and critical thinking, which are essential outcomes in both transitional and transformational OBE. The integration of digital tools, such as online platforms, collaborative writing software, and AI-based applications, reflects the growing importance of technology in enhancing language learning and ensuring relevance in the digital age (Zou, Guan, et al., 2023; Zou, Du, et al., 2023; Saptiany & Prabowo, 2024).

Nevertheless, as indicated by Hien & Phuong (2023), these pedagogical transformations cannot be separated from teacher capacity. In the Indonesian context, OBE-oriented teaching often depends on educators' self-motivation due to limited institutional training. Studies by Puripunyavanich (2025) and Boardman et al. (2024) highlight that collaborative professional learning models where teachers co-design syllabi and reflect on assessment results significantly improve consistency and reduce implementation gaps. Integrating such approaches into the English teaching context would address the same systemic issues revealed in Toraja's findings.

The assessment framework developed in this study provides strong evidence of alignment with OBE principles. Direct assessments, including written assignments, oral presentations, listening and reading comprehension tests, and research projects, generate concrete artifacts of student performance and linguistic growth. Meanwhile, indirect assessments, such as surveys, peer evaluations, alumni feedback, and employer surveys, capture perceptions, long-term impacts, and societal relevance of language learning outcomes (Odzemir-Yilmazer & Kabadayi, 2024;

Febriyanti, 2023).

When compared with the Toraja case (Yundayani et al., 2023), which primarily relied on exam-based evaluation, this dual-assessment approach represents a more authentic evaluation framework emphasizing continuous reflection and stakeholder feedback. It aligns with international OBE practices (Wu et al., 2023) and national policy expectations under SN DIKTI for sustainable curriculum assurance.

However, consistent with previous research (Yundayani et al., 2023; Tran et al., 2024; Hien & Phuong, 2023). several challenges persist in the implementation of OBE in English language education. These include ambiguities in defining learning outcomes, the need for teacher training in OBE-based curriculum design, and resistance from instructors accustomed to traditional, content-driven teaching methods. Furthermore, the complexity of assessing communicative competence particularly in speaking and listening highlights the limitations of existing tools and the necessity for more authentic, performance-based evaluation methods (Khan & Sarkar, 2025; Setyowati, 2023). Limited institutional support, inadequate technological infrastructure, and weak monitoring systems also hinder the sustainability of OBE initiatives.

This confirms the argument of Jaya et al. (2025) and Williyan et al. (2024) that lecturer readiness and infrastructure remain central barriers. Many instructors rely on individual initiative rather than structured professional learning communities. Embedding continuous quality improvement (CQI) cycles and peer-based evaluation can help overcome these limitations and ensure consistency between intended outcomes and teaching practice.

Ultimately, this study underscores that effective OBE implementation in English language learning depends on clearly defined learning outcomes, innovative pedagogy, inclusive assessments, and sustainable CQI mechanisms. By embedding continuous evaluation systems, tracer studies, and alumni surveys into program evaluation, institutions can ensure that English language courses remain dynamic, relevant, and aligned with global professional demands.

In alignment with recent national studies and SN DIKTI's Kurikulum Berbasis Capaian Pembelajaran guidelines (Kemdikbudristek, 2023), this research suggests that OBE should not only guide classroom instruction but also serve as an institutional management model integrating feedback from lecturers, alumni, and employers. This comprehensive alignment guarantees that OBE practices in English education are not only pedagogically sound but also structurally sustainable across Indonesian higher education institutions.

CONCLUSION

This research contributes to the theoretical understanding and practical implementation of Outcome-Based Education (OBE) in English language learning contexts. It demonstrates that OBE provides a coherent and measurable framework through which learners acquire both linguistic mastery and broader 21st-century competencies, including critical thinking, problem-solving, ethical awareness, and global communication. By emphasizing constructive alignment between outcomes, pedagogy, and assessment, the study refines the theoretical model of OBE for English as a Foreign Language (EFL) contexts particularly by illustrating how outcome mapping can integrate language proficiency, intercultural literacy, and professional readiness within a unified system.

Pedagogically, the study reinforces the learner-centered nature of OBE, where authentic, performance-based tasks such as project-based learning, debates, and micro-teaching foster active engagement and reflective learning. The findings highlight that effective OBE implementation requires a dynamic interplay between instructional design, digital integration, and formative evaluation. In doing so, this research extends constructivist learning theory by demonstrating that learners construct meaning through iterative performance, feedback, and self-regulation rather than through content transmission.

Institutionally, the study implies that OBE can serve as a strategic framework for aligning English language curricula with global standards and labor market needs. It calls for universities and schools to strengthen quality assurance systems, teacher professional development, and digital infrastructure. From a policy perspective, the findings hold relevance for Indonesia's higher education quality assurance initiatives, especially in promoting outcome-based accreditation and continuous quality improvement (CQI).

Despite these contributions, the study recognizes certain limitations. The findings are primarily conceptual and descriptive, relying on secondary data and literature synthesis. Consequently, empirical evidence on student performance and learning impact remains limited.

Furthermore, contextual differences across institutions may affect the generalizability of the proposed framework. Future research should therefore adopt empirical and longitudinal designs to validate and refine these conceptual insights.

Based on the findings and identified gaps, future research directions are proposed as follows:

Short-term research agenda: (1) Conduct empirical studies using quantitative or mixed-method designs to measure the direct effects of OBE on specific English language skills such as academic writing, oral communication, and critical literacy. (2) Explore the effectiveness of innovative OBE-based teaching models such as project-based learning, problem-based tasks, and AI-assisted learning in enhancing program outcomes.

Long-term research agenda: (1) Undertake longitudinal studies to examine the sustained impact of OBE on graduates' professional readiness, ethical awareness, and adaptability in global contexts. (2) Investigate implementation challenges from multiple stakeholder perspectives (students, teachers, alumni, and employers) to refine institutional OBE policies. (3) Develop and validate authentic assessment models that better capture collaborative competencies, intercultural communication, and English use in professional domains.

Overall, this research advances the theoretical and practical discourse on OBE in English language education by integrating outcome design, pedagogical innovation, and assessment reform. It emphasizes that sustained collaboration among educators, policymakers, and institutions is essential for ensuring that English language programs not only achieve measurable academic standards but also foster lifelong learning, social responsibility, and global citizenship.

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