



SELINUS UNIVERSITY
OF SCIENCES AND LITERATURE

**Exploring OBE and CEFR Inclusion in the ELT
Curricula of the State Islamic University
Raden Mas Said Surakarta Indonesia**

By Teguh Budiharso

A DISSERTATION

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APPROVAL SHEET

The dissertation “**Exploring OBE and CEFR Inclusion in the ELT Curricula of the State Islamic University Raden Mas Said Surakarta Indonesia**”, by Teguh Budiharso, has been ratified by the supervisor and examiner committee for the requirement of the degree of Ph.D. in English Language Teaching.

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Declaration

I, **Teguh Budiharso**, the author of this dissertation, hereby declare that the dissertation entitled: “***Exploring OBE and CEFR Inclusion in the ELT Curricula of the State Islamic University Raden Mas Said Surakarta Indonesia.***”, submitted in fulfilment of the requirements for the award of **Doctor of Philosophy in English Language Teaching** at Faculty of Arts and Humanities, Selinus University, Sicily, Ragusa, Italy is truly my own original work. The dissertation has not formed the basis for the award of any degree, associateship, fellowship nor any other titles. It has not been submitted for a degree at any other university. I understand that I myself could be held responsible and accountable for plagiarism, if any is detected later.

Sicily, Ragusa, Italy, 15th October 2024

A handwritten signature in black ink, appearing to read 'Budiharso', with a long horizontal stroke extending to the right.

Teguh Budiharso, Ph.D.

ABSTRACT

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Keywords: OBE, curriculum, CEFR, plurilingualism.

This study sought to answer the following three research questions:

RQ 1: How is OBE represented in the current ELT programme at UIN Said?

RQ 2: How are OBE and the CEFR characterised in the learning profile and course distribution of the ELT syllabi at UIN Said?

RQ 3: How are OBE and the CEFR reflected in the ELT syllabi at UIN Said?

Using a case study and phenomenology, this study gathered data through three means, namely interviews, a self-reported questionnaire, and an evaluation of curriculum documents. A total of 24 curriculum experts participated in this study, including lecturers and leaders at UIN Said. Expert opinions and recommendations about the ELT curriculum practices represented the main data for analysis. In addition, the interview transcripts and evaluation results for the curriculum were analysed using thematic (Braun & Clark, 1994) and content analysis (Zhang & Wildemuth, 2009).

The study revealed the following findings.

The ELT curriculum of UIN Said reflects a lamentable content curriculum design with a lack of focus on the determining vision, mission, graduate profile, and learning outcomes. The vision and mission are simply replicated from the university level to the programme level, while the core values of the university are missing. The competence of three graduate profiles—namely English teacher, research assistant, and entrepreneur—are not properly matched by the course distribution to support each competence.

Secondly, the findings of this study suggest that among the course distribution and contents, the 144 credits of courses are not well arranged, with courses not showing a proper distribution by semester. For example, the sequence of courses does not properly reflect hierarchical or procedural principles. In effect, curriculum flexibility is not achieved, either vertically or horizontally.

Thirdly, the findings indicate that the inclusion of the CEFR in the ELT OBE curriculum is largely absent across the curriculum-development process, making the implementation of OBE and the Merdeka Curriculum problematic. The evaluation of the course contents went as follows: The character-building courses are acceptable but need improvement to include the core values of the university. Language courses as the cornerstone of the English Language Education programme lack coverage of basic knowledge of English, such as vocabulary and credited courses to equip students with language skills that are relevant to the CEFR's threshold level specification. Similarly, language knowledge relating plurilingualism, global English teaching frameworks, and curriculum design for innovation is limited. Moreover, the teaching principles of the CEFR format—which stresses the student as a social agent, plurilingualism, social-task content, threshold level specification in the SFL framework, and a genre-based approach to teaching—are not present. In summary, the ELT curriculum of UIN Said is a content-based curriculum with OBE being defined as a mere formality.

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Sicily, Ragusa, Italy, October 2024
The researcher,



KPHAd. Teguh Budiharso, Ph.D.

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CHAPTER I

INTRODUCTION

1.1. Inspiration: Teaching in Wonderland

This research was inspired by the implementation of outcome-based education (OBE) in the wonderland that is the Raden Mas Said State Islamic University of Surakarta (henceforth referred to as UIN Said), Indonesia as a fresh policy for curriculum change. In a similar vein, the implementation of the Freedom Learning Curriculum (*Merdeka Curriculum* in Indonesian) is a national policy whereby the Common European Reference Framework for Language Teaching and Assessment (CEFR) should be included in OBE. Challenges arise here because to operationalise OBE, efforts to include the CEFR and *Merdeka Curriculum* and integrate the National Qualification Framework of Indonesia (KKNi) should be synchronised. This study set out to investigate curriculum design for an English Language Education (ELE) programme, so exploring OBE, the CEFR, the KKNi and the *Merdeka Curriculum* formed the cornerstone of this research. The researcher had extensive experience in the classroom, and he now uses the knowledge he gained to enhance the English Language Teaching (ELT) curriculum. This research was inspired, in part, by the ongoing difficulties encountered by the organisers of higher education in implementing OBE and the CEFR. Thus, I was motivated to delve deeper into the interplay between OBE and the CEFR when implemented in an ELT setting. I took on the role of teacher for each class and actively encouraged students to achieve the set goals. Nevertheless, the students' answers often needed some deep contemplation in order to adequately convey the key ideas. I was well aware that my classroom had started to resemble a magical land. Nevertheless, as a researcher in my own right, I had to keep meticulous detailed records of all findings while attempting to determine their significance for enhancing student learning.

To some extent, the teaching and learning practices at UIN Said, when viewed from the perspective of OBE, was lamentable and trivial in that learning outcomes, curriculum design, and curriculum content fell short of the standard.

This view, however, challenged me to work hard to find innovative resolutions to address this shortfall. It encouraged me to begin an extensive investigation into how the ELT OBE curricula at UIN Said could be improved when considering the CEFR and KKNi as the basis of a proper implementation.

This study chronicles a teacher's journey in adopting an evaluative and reflective perspective that is appropriate to working as a researcher. The author's identity as a writer, teacher, and researcher is evident throughout this work. By carefully reading the literature, methodically assessing various perspectives on teaching practices, and thoughtfully citing the literature, I became who I am today. Nevertheless, problems arose when the viewpoints and personas of the researcher and teacher in me were identical.

1.2. The Need for Research into OBE and the CEFR for ELT

The requirements for this research, which aimed to investigate an integration of OBE into an ELT curriculum in Indonesia, were twofold. Initially, the implementation of the OBE curriculum was problematic due to an inadvertent misalignment between the curriculum's dimensions and student requirements. The OBE curriculum, which is in reality simply an implementation of the traditional curriculum, does not appear to be a genuine reform. In addition, incorporating the CEFR's values into the OBE curriculum was evidently complicated by the relatively recent introduction of the CEFR. OBE has been the foundation for reforming curriculum design, while the CEFR has served as the framework for delivering English-language competencies throughout the programme. This discourse about education curriculum frameworks has benefited from OBE since Spady's 1994 seminal work. Indeed, OBE has become a popular strategy for curricular reform in universities around the world (Shaheen, 2019), with conventional wisdom holding that it can replace outdated teacher-centric curricula (Nakkeeran et al., 2018).

In 2013, the Indonesian ministry of education introduced an OBE curriculum to formally replace the existing competence-based curriculum. Since then, OBE has received considerable attention in the country. In accordance with Presidential Regulation No. 2 of 2012, the OBE's learning outcomes for students have been referred to as "learning outcomes in support of the

Indonesian National Qualification Framework (KKNI)". In addition, the Freedom Learning Curriculum was updated for the Fourth Industrial Revolution based on the OBE framework, with the CEFR serving as the foundation for this new curriculum. The CEFR is being increasingly recognised as the global standard framework for language proficiency, particularly for European languages like English. Nevertheless, the CEFR is not connected with any particular language, and most standardised language assessments now offer CEFR-level equivalencies.

1.3. Background to the Problems

The primary issues with the implementation of OBE and the CEFR in ELT curricula revolve around a rough analysis of OBE's description in the curricula. More specifically, three issues arise here: the curriculum design that describes OBE and CEFR in an elaborated course distribution, the learning profile that aims to achieve the values of OBE and the CEFR, and the means for achieving the four learning outcomes of the OBE and the CEFR, namely the institutional, program, course and instructional learning outcomes.

Over the past 25–30 years, the prominence of English in educational curricula has marked a significant transformation in global education. Indeed, English has become a mandatory subject at all educational levels in many countries, with some even requiring proficiency in English as part of a school-leaving examination. The necessity to prepare students for English proficiency is therefore essential when implementing an effective curriculum design, so incorporating OBE and the CEFR in a curriculum design for ELT, as was done in this research, is vital (Rixon, 2013).

OBE is regarded as an effective pedagogical method for aligning curriculum content with industry requirements, equipping students with relevant knowledge and skills, and preparing them for employment after graduation (Spady, 2020; Tyler, 2013). Spady's OBE concept has been acknowledged for its foundational contributions, and it serves as a standard for evaluating teachers' comprehension (Bigg et al., 2022; Tam, 2014). Due to its potential benefits, OBE has been implemented in many developed nations, such as

Australia (Donnenly, 2007), Canada (Asim et al., 2021), and the United States (Malan, 2010), as well as in some developing countries (Williamson, 2020) in Asia, such as Malaysia, the Philippines, Pakistan, and Thailand (Asim et al., 2021).

One of the main tenets of OBE is the notion that education should be measured in terms of the skills and knowledge that students acquire and demonstrate as they progress through their coursework (Spady, 1994; 2020). Its adoption has grown in popularity around the world, but there remain challenges to overcome when putting it into practice. Indeed, massive changes to a university's pedagogy and course design are needed for OBE to be implemented (Rao, 2020). For example, it requires a paradigm shift from traditional teaching methods to outcome-based instruction, and this can only happen when a university's leaders, administrators, curriculum designers, instructors, and students work together. In addition, a lack of human resources makes it challenging for many schools to implement the necessary changes (Shaheen, 2019). In addition, students often lack the necessary real world work experience due to the difficulty of developing partnerships with industry players as key stakeholders and aligning curriculum content with their needs (Williamson, 2020). Teachers also play a crucial role in creating OBE-informed curricula as course-level curriculum designers (Nakkeeran et al., 2018). Unfortunately, according to Sun and Lee (2020), many educators either do not understand OBE or have a negative opinion about its use.

The OBE method is being used as a basis for creating new courses in Indonesian universities right now. Due to rapid changes in society, the economy, culture and technology, school districts and the government have changed the way lessons are taught (Spady, 1994). It is recommended for an OBE curriculum to position the lessons, teachers and tests in a way that will help students to learn the necessary skills from the start (Spady, 1994). Applying methodologies for planning, conducting, and evaluating work encourages students to take charge of their own learning and work toward mastering the key skills. Key elements of objective behavioural evaluation include "mastery learning", "competence-based education", and "criterion-

referenced learning” (Harden, 1999; Spady, 1994). According to Spady (1994), the basic parts of OBE include an operational *paradigm*, two main *purposes*, three main *premises*, four operational *principles*, and five general *domains of practice*.

Higher education in Indonesia previously used competency-based curricula before the implementation of OBE (Simarmata & Mayuni, 2023). Even though studies of OBE’s design and implementation have yielded mixed results, the shift towards OBE has been nevertheless noteworthy. Indeed, a number of Indonesian universities have successfully implemented OBE (Purwaningtyas & Fatimah, 2020; Rahayu et al., 2021; Wijaya, 2020), but the studies that have investigated these have relied on documentation provided by instructors or study programs, so the evidence to back up the claimed benefits is somewhat flimsy. Sun and Lee (2020), Asghar et al. (2023) and Damit et al. (2021) all found issues with OBE’s implementation in various countries, and it appears that Indonesia is no exception. It has been problematic for many professors at Indonesian universities to create courses based on OBE’s principles, and it has been even more challenging to figure out how to put these principles into practice within the classroom. The lack of dissemination programmes and practical workshops focussed on implementing OBE in the classroom and the inability to critically analyse the government’s policy for curriculum reform have been two major factors adding to the confusion (Direja, 2017).

Research into OBE in Indonesia has mostly taken the form of small-scale case studies, such as those of Handayani and Wibowo (2021), Kushari and Septiadi (2022), Rahayu et al. (2021), and Setyowati (2023). The lack of a nationwide study to investigate instructors’ perspectives on OBE, however, represents a significant research gap. Indeed, such nationwide research is necessary to delve deeper into this matter, because educators are best positioned to provide insights into how effective the curriculum reform has been. Thus, it seems pertinent to study teachers’ views about OBE’s implementation.

OBE is a “design-down” approach that focuses on the educational process rather than the end product. This needs-driven, outcomes-driven and necessity-based methodology establishes and specifies various levels of

outcomes, with it shifting the focus from instruction to learning and providing a framework with overall results (Khanna & Mehrotra, 2019). Performance, according to Castillo (2014), is mostly related to the students' scores on exams and coursework assignments, while the post-graduation employment prospects are defined as what graduates have learned to do as a result of their education.

Over the past 20 years, the CEFR has also helped people to think more deeply about how they use language, how policies affect language use, and how to teach languages. It has made it easier for people to talk to each other across various barriers and between different contexts and languages, in addition to what it has done to standardise testing. In an effort to make learning, teaching and testing more aligned, the CEFR has laid the way for a paradigm shift in language education. Moreover, it seems the CEFR will play an even bigger role in future due to globalisation, increasing cultural and linguistic diversity, and the need for openness and mutual recognition. A clear trend can be seen in various studies in that the CEFR is no longer viewed as just a way to ensure that tests are aligned. Instead, the CEFR is being increasingly recognised as what it was always meant to be, namely a plan for how to teach, learn, and test language competencies.

The ELE programme at UIN Said has embraced OBE for its ELT curriculum, which is an updated version of that offered by the Ministry of Education's Freedom programme (Merdeka Curriculum, 2022). This unfortunately shows that UIN Said's ELT is inferior to that from other public universities. When it comes to ELE, aspects like academic and professional success, course material, quality control and "freedom" are important, but the ELT curriculum at UIN Said is inconsistent and lacking in quality control measures (Solikhah, 2022).

Synergising instruction, learning and evaluation will improve student outcomes. Indeed, by clearly specifying how anticipated learning outcomes can be demonstrated and evaluated, all aspects of teaching and learning within the classroom can be concentrated. Nevertheless, it is not adequate for the learning objectives to remain implicit, because expectations should correspond with the desired knowledge and skills. Students must also be aware of what is required

of them, not solely through the explicit articulation of task objectives but also through the experiences and reasoning they have encountered in the classroom. Consequently, a suitable alignment can only be attained through the intricate coordination of all elements in the teaching, learning and assessment processes (delMas, 2002; Biggs, 1999).

1.4. Problem Statement

Now that OBE has been incorporated into the Indonesian educational system's curricula and that UIN Said is contemplating using it as a foundational policy for its reform, two primary issues have arisen. The first contentious aspect is the means for implementing the OBE while incorporating the KKN and Curriculum Freedom Learning. More specifically, the process for creating student profiles and allocating ELT course loads is not without its flaws. According to Solikhah (2022), standard content is typically lacking in ELT curricula, and the quality of graduates varies between faculty members (Wibowo, 2022). In addition, standard ELT experiences are important, because graduates who are awarded BA degrees could later use them to teach English in junior and senior high schools in Indonesia. Graduates who plan to get a master's degree either at home or abroad, meanwhile, have much lower than average chance of finding gainful employment and doing well academically. The current ELT OBE curriculum therefore fails to provide appropriate curriculum mapping, describe the learning outcomes, or lay out any part of the curriculum plan due to an inappropriate perspective about including the CEFR approach in ELT syllabi. Since many graduates will be teaching English in public schools, there is some concern about the vertical and horizontal flexibility of the curriculum.

1.5. Research Aims and Objectives

This study set out to examine OBE's principles within the framework of ELT curricula and determine the role of the CEFR's values in ELT at UIN Said, particularly for the Bachelor of ELE programme. In accordance with these research aims, the following research objectives were set:

1. Explore the role of OBE and the inclusion of the CEFR within the ELT curriculum design at UIN Said.
2. Analyse the characteristics of OBE and the CEFR across the curriculum documents, course distribution and learning outcomes for the ELT syllabi at UIN Said.
3. Investigate work on OBE and the CEFR in the implementation of ELT syllabi at UIN Said.

1.6. Research Questions

To achieve its aims and objectives, this study sought to answer the following research questions:

1. What is the profile of OBE in the current ELT programme at UIN Said?
2. How are OBE and the CEFR characterised in the learning profile, course distribution and learning outcomes within the ELT syllabi at UIN Said?
3. How are OBE and the CEFR reflected in the ELT syllabi at UIN Said?

1.7. Delimitation of the Study

The term “scope” is used to denote the problem or issue that a researcher wishes to investigate in detail in order to answer one or more research questions. For example, constraints may affect a researcher's capacity to conduct a comprehensive examination of a wide scope, so delimitations can establish some boundaries for the subject matter that will be thoroughly examined.

The data for this study were restricted by the fact that I chose to focus exclusively on UIN Said. I also restricted this investigation to how OBE and the CEFR's values were integrated into the curriculum document when a new policy for OBE was launched in 2024. UIN Said was selected based on convenience due to the access to principals and teachers there and their willingness to collaborate. Locality and status were also factors in the choice of UIN Said.

1.8. Significance of the Study

This subsection highlights the potential contributions and implications of the research.

1.8.1. Theoretical Significance

Theoretically, the results of this study could potentially enhance our current body of knowledge in the field of ELT teaching in Indonesia, particularly in the field of OBE curriculum and CEFR practices. Research into the CEFR, which served as the framework for the new curriculum, will gain valuable theoretical insights, especially as its implementation was mandated in policy in Indonesia in 2023, while using OBE as a basis for a curriculum will be more empirically elaborated.

1.8.2. Practical Significance

The implementation of OBE as a curriculum design methodology and the integration of the CEFR's content into an OBE curriculum constitute the fundamental empirical evidence for adapting a curriculum. The findings of this study will likely assist English teachers, policymakers and administrators at UIN Said in implementing OBE more effectively.

1.8.3. Methodological Significance

The study was completed by using a case study and phenomenology, as well as by applying comprehensive research methods, including analysing OBE curriculum documents, CEFR documents, a focus group discussion and interviews and applying the Delphi method. The methods provided a unique perspective on the findings and impacted the research methodology, which future researchers may refer to and adapt. The research method's novelty is readily apparent.

1.8.4. Societal Significance

UIN Said has implemented inadequate strategies for reforming its policy for curriculum implementation, resulting in trivial or lamentable curriculum design practices. The findings of this study may be used to improve this

situation by supporting a new perspective for designing curricula within the university. They may also be used to adapt to the social implications should the university decide to become a global university.

1.8.5. Potential for Future Research

This study has the potential to facilitate additional research into OBE and the CEFR at UIN Said, because there has thus far been no prior research into these topics. The results of this study may therefore offer valuable insights into the theory, practicalities and implementation of OBE and the CEFR, including the planning and development of learning outcomes, curriculum design and learning profiles that will be consistent with the university's vision. Future research may build on this to broaden its scope to encompass the standard of teaching, learning outcomes, and assessments for quality control, as well as other elements.

1.9. Definition of Terms

Some key terms are defined here to help make the ideas behind them more apparent. These terms are related to the main concepts in this study, so they are analysed conceptually.

1.9.1. OBE

As a school of thought, OBE proposes implementing a curriculum that centres on the achievement of predetermined objectives. All the students are expected to have accomplished these objectives by the conclusion of the educational journey. According to Spady (1994), outcome-based education (OBE) entails focussing an educational system on the skills and knowledge that students must possess in order to graduate. Thus, rather than focusing on the subject matter or pedagogical approaches, OBE prioritises the results that students must achieve (Killen, 1999:8). Indeed, knowledge that students need to prove they have gained is the basis of every instructional endeavour (Malan, 1990; Spady, 1994).

1.9.2. Principles of OBE

OBE comprises four major components: (1) curriculum design, (2) teaching and learning methods, (3) assessment, and (4) continual quality improvement (CQI) and monitoring. Institutions that adhere to the OBE model use three means to evaluate their students' progress, namely the programme educational objectives, the programme outcomes, and the course outcomes. A concise statement of a student's learning objectives is known as the programme educational objectives.

1.9.3. CEFR

The CEFR is the abbreviation for the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. It is a set of standards for evaluating the progress of language students in Europe and the wider world. When using the CEFR, language learning objectives and results can be defined in a way that allows comparison across countries. It has brought a new way of expressing pedagogical approaches, one that may be more favourable to the practical assimilation of foreign languages. It was able to hone in on the specific set of skills and knowledge that are needed to reach a "threshold" in communication by first determining the language support that is necessary. Language proficiency is classified into six levels in the CEFR, and these levels can be further subdivided according to the needs of the local context. Generally speaking, though, they can be simplified into three broad categories: Basic User (A2), Independent User (B2) and Proficient User (C2). Some "can-do" descriptors are used to define the levels.

1.9.4. Principles of the CEFR

The CEFR comprises three primary dimensions, namely language activities, the contexts in which these activities take place, and the competencies leveraged by an individual during engagement. A fundamental principle of the CEFR is to articulate proficiency positively by focusing on the learner's capabilities. The definitions of various proficiency aspects are articulated as "I can..." statements, and this offers a clear and unified framework for learning.

1.9.5. Curriculum

A curriculum is defined by Richards et al. (1993) as an educational programme that specifies “the educational purpose of the program (the ends), the content of teaching procedures and learning experiences that will be required to achieve this purpose (the means), and some means for evaluating whether or not the educational ends have been achieved.” A curriculum is characterised by three aspects: the objective, which is the achievement that students must attain by the conclusion of the educational programme; the courses and content that are supplied to facilitate the intended objectives; and the assessment, which is a means for determining whether the intended objectives have been accomplished or not.

1.9.6. Curriculum Design

The main goal of curriculum design is to create a comprehensive course blueprint that links the learning objectives to the content, including constructing a course and creating an outline. Assessment techniques, exercises, content, subject matter analysis, and interactive activities are all used to meet each learning objective. From a teaching standpoint, a curriculum consists of the following four elements: objectives, approaches, resources and evaluation. There are three fundamental aspects of curriculum design, namely a design that is focused on the subject, a learner-focused design, and a design that is problem-centred.

1.9.7. Learning Outcomes

Learning outcomes are the specific outcomes that students should be able to demonstrate by the end of a learning experience, such as what they can do with what they have learned (Spady, 1994). These outcomes can be defined as performances that reflect the learner’s ability to successfully use content, information, ideas and tools (Malan, 2000). Learning outcomes essentially delineate the objectives that students are expected to accomplish by the conclusion of a course. This may involve developing their attitudes, behaviours, skills or knowledge. The learning outcomes form the initial component of course design, because learning activities and assessments will subsequently refer to

them. Curriculum design encompasses the following learning outcomes: institutional learning outcomes, programme learning outcomes, course learning outcomes and instructional learning outcomes.

In addition, learning outcomes involve a specific list of the information, skills, and/or knowledge that a person should gain from a learning activity, such as a seminar, course, programme or training session. They are measurable goals that the learner will be able to comprehend after the learning process. This helps the learner understand why the goal is important and what they will gain from the learning activity. This method of teaching covers five outcomes: (1) intellectual skills for understanding how to do something; (2) cognitive strategies for thinking, organising and acting; (3) verbal information for demonstrating what a student learned from a structured body of knowledge; (4) motor skills for performing actions with the necessary fluidity, smoothness and/or timing; and (5) attitudes that demonstrate how a learner acts and reacts to other people or situations.

1.9.8. Learning Goals

In general, learning goals reflect the intended purposes and desired achievements for a specific course in terms of the knowledge, skills and competencies that a student in that class should attain. A learning goal precedes the learning experience, because it is the very purpose of the learning experience. Thus, a learning goal is established first in order to guide the design of the associated learning experiences, so it is the basis for lesson planning. It can cover cognitive, affective and psychomotor domains. The cognitive domain refers to the intellectual aspect of learning, while the affective domain refers to desirable values, attitudes and interests. Finally, the psychomotor domain emphasises motor skills to perform actions with the necessary physical coordination.

1.9.9. Learning Objectives

Learning objectives convey the purpose of the instruction to students, fellow educators and the academic community (Mager, 1997; Rodriguez & Albano, 2017). They are the foundation for creating high-quality assessments

for both formative and summative objectives. An effective learning objective illustrates actions that learners can expect to proficiently execute upon completion of a learning unit, such as list (remember), classify (understand), use (apply), categorize (analyse), appraise (evaluate), and produce (create).

1.9.10. Syllabus

A syllabus, which is also called a specification, is a document that describes a course of study and spells out the instructor's duties and expectations. It usually provides an outline or summary of the lessons. A syllabus also conveys what students should be doing and what is expected of them. It specifies what students need to do to pass the course, when their assignments are due, how their grades are calculated, how they should participate in class, and when the big assignments and other homework will be due (Richards et al. 1993). A syllabus can be used to learn about a course and what needs to be done during it. It will usually have rules and regulations for the course, a list of required reading and deadlines for assignments. This course outline tells teachers almost everything they need to know about it.

1.10. Chapter Division

This dissertation is divided over five chapters covering the introduction, the conceptual and theoretical framework, the research methods, the results and a discussion thereof, and a conclusion and recommendations.

Chapter one introduces OBE and the CEFR, discusses the rationale for the study and addresses some critical questions. The study's limitations are also addressed.

Chapter two investigates the contextual factors influencing the implementation of OBE from the perspective of the curriculum at UIN. OBE and the CEFR are clarified through a conceptual analysis, and some criticisms of Spady's definition are examined. Finally, some factors are discussed that influence the implementation of OBE in the planning and design of the curriculum and the learning outcomes.

Chapter three delves into research methods, including the design, sample, instrument, and data collection and analysis for the study.

Chapter four supplies the results of the study and discusses them. It then frames and interprets the results in order to answer the research questions.

Chapter five concludes this dissertation by summarising the study and making some recommendations.

CHAPTER II

LITERATURE REVIEW

2.1. Definition of Outcome-Based Education

According to Spady (1994), outcome-based education (OBE) is a form of instruction whereby a strong emphasis is placed on the specific outcomes that students are expected to achieve, with these being defined in advance by the educators. According to some experts (Killen, 2000; Spady, 1994), an OBE programme's development involves three steps: (1) deciding on the criteria to determine when learners have reached the desired outcome, (2) developing a clear set of learning outcomes, and (3) establishing the conditions and opportunities to enable learners to attain those outcomes. According to Spady (1994), OBE has a precisely defined performance standard, and the most crucial factors are what and whether students learn rather than when or how they learn it.

Hoffinan (1996) points out that OBE was created based on Tyler's (1949) theory and the use of four basic questions to plan an educational experience, namely:

1. What educational goals should we be trying to reach?
2. What kinds of learning activities should be used to reach those goals?
3. What is the best way to establish learning experiences, such that they will work well for teaching?
4. What ways can we use to judge the usefulness of learning experiences?

Benjamin Bloom's cognitive theory also provided some support for Tyler's (1949) curriculum design. According to Hoffinan (1996), OBE provides a framework for developing curricula that shifts the emphasis from the memorisation of course material to the demonstration of real-world competencies. In addition, OBE characterises learning as pupils being able to prove what they know. An OBE curriculum is therefore based on a set of overarching, visionary goals rather than a

set of particular content requirements, with the aim being to empower students to lead productive lives once they graduate (Champlin, 1991).

Outcomes are performance rather than content according to the work of Brandt (1992) and Bekum (2001). Education is not outcome-based solely because it has outcomes, but Oliver (1998) posits that the outcomes of OBE always lead to a product. Consequently, the achievement of these outcomes is demonstrated through a series of performances based on the results of the learning process, such as embedded knowledge and developed competencies, leading to a clearly defined product. Four principles govern outcomes (Spady, 1996; Malan, 1997; Oliver, 1998):

1. Clarify focus: The creation of curricula, learning programmes, instructional strategies, and assessments must focus on what the student must show at the actual “end” of the learning process.
2. Expanded opportunity: There must be adequate opportunities and time for learners to learn and demonstrate their accomplishments.
3. High expectations: At the end of the learning process, all students must be able to accomplish relevant tasks effectively.
4. Design-down process: This means that a learning programme’s curriculum moves from the programme’s end goals to its subject goals and finally onto its module goals.

Spady (1996) goes on to say that the result of any OBE needs to be a demonstration that is assessed based on four standards:

1. High quality: This means it should be exhaustive and comprehensive.
2. Culmination: Rather than occurring during the learning process, the demonstration should occur at the end.
3. Significant learning: Significant learning, rather than simply repeating content, must be demonstrated in the performance.

4. Contextual: Every instance of learning should be demonstrated within a specific performance context.

Bekum (2001) states that OBE instructional programmes are governed by micro- and meso-curricula. The goals of the learning programme (i.e. the meso-curriculum) inform the development of the instructional programme (i.e. the micro-curriculum), which in turn provides students with a structured set of outcomes, evaluation tools and remediation standards. The assessment programme, outcomes and competencies (e.g. knowledge, skills, and attitudes) are all part of the meso-curriculum learning programme. The instructional programme is then formulated using the outcome-based learning programme as a guide.

Table 2.1 from Oliver (1998:39; Bekum, 2001:111) highlights the differences between OBE and content-based learning systems.

Table 2.1. Content-based learning system vs. OBE

Content-Based Learning	Outcome-Based Learning
1. Rote learning	1. Critical thinking and reasoning
2. Syllabus is content driven and broken down into subjects	2. Learning is an outcome-driven process connected to real life situations
3. Textbook/workbook bound	3. Learner and outcome centred
4. Educator centred	4. Educator is a facilitator and monitor
5. Syllabus is rigid and non-negotiable	5. Learning programmes are seen as guides
6. Emphasis on what the teacher hopes to expect	6. Emphasis on the outcomes that learners achieve
7. Curriculum (learning programme) development process is not open to public	7. Wider stakeholder involvement is encouraged

2.2. The Development of Outcomes

Rudolph and Scharff (2008, p.3) posited that “learning outcomes must be student-centred, quantifiable, and explicit.” The framework for developing OBE curriculum design, as articulated by Spady (1991, 1994), comprises purposes, premises and principles, all of which underpin a new paradigm that asserts that the

“what” and “whether” of student learning are more critical than the “when” and “how” of the learning process. The framework for this is detailed in Table 2.2.

Table 2.2. The OBE framework (Spady, 1994, pp. 1-10)

Framework	Description
Purposes	1. Ensuring that all students are equipped with the knowledge, competencies and qualities needed to be successful after they exit the educational system
	2. Structuring and operating schools so those outcomes can be achieved and maximised for all students
Premises	1. All students can learn and succeed, but not at the same time and in the same way
	2. Successful learning promotes further successful learning
	3. School controls the conditions that directly affect successful school learning
Principles	1. Clarity of focus on significant culminating exit outcomes
	2. Expanded opportunities and support for learning success
	3. High expectation for all to succeed
	4. Design down from the ultimate, culminating outcomes

OBE may prioritise learner outcomes and curriculum mapping, but curriculum integration and alternative assessments are also crucial. Indeed, an integrated curriculum is necessary for meaningful outcomes and real-life competencies (Spady, 1998). Spady’s (1994) design-down approach to the curriculum-development process identifies specific learning areas to fulfil upon completion and formulates exit outcomes, which comprise the knowledge, skills and/or attitudes that learners should have at the end of a qualification or part-qualification period, and this is what they should be assessed against. According to Bekum (2001), effective exit outcomes should include competencies for each outcome and match with the institution’s philosophy, vision and mission. They should emphasise real-life roles and responsibilities, and these should guide curriculum development and assessment. High-power performance verbs shape exit outcomes, according to Malan (1997), and a learning programme’s exit outcomes have consequences for staff, students and the instruction process.

The process of developing a curriculum and teaching it includes learning programmes, and the outcomes of a learning curriculum include the institutional outcome, the programme outcome, the course outcome and the instructional outcome. Some instructional learning outcomes may have sub-instructional learning outcomes, depending on the parts of the lesson that need to be taught. Learning outcomes may also include intellectual skills, cognitive strategies, verbal information, motor skills and desirable attitudes (see Table 2.3).

Table 2.3. Curriculum outcomes and instructional learning outcomes

General Outcomes	Indicators	Instructional Outcome	Indicators
1. Institutional outcome	University core values; the necessary knowledge, skills, abilities, and attitudes; courses, programmes, and student services.	Intellectual skills	Understanding the concepts, rules or procedures, or in simpler terms, understanding how to do something
2. Programme outcome	What a graduate of a specific degree programmes must be able to do; the resultant knowledge and skills the students acquire by the end of the course	Cognitive strategy	Personal strategies for thinking, organising, learning and behaving
3. Course outcome	Specific and measurable statements that define the knowledge, skills and attitudes that learners will demonstrate by the completion of a course	Verbal information	The ability to definitively state what they have learned from an organised body of knowledge
4. Instructional outcome	Understanding, skills and dispositions, referring to Bloom's taxonomy, and matching any	Motor skills	The physical ability to perform certain actions with proper fluidity, smoothness and timing through practice

	instructional outcome to a skill level		
5. Sub-instructional outcome	Unit outcomes to achieve from a specific lesson	Attitude	The learner's behaviour in response to people

2.2.1. Institutional Outcomes

Institutional outcomes (ILOs) describe what graduates should be capable of following graduation, and an institution's values are expressed in these outcomes. Indeed, they shape an institution's academic culture and determine its graduate profile. ILOs represent the knowledge, skills, abilities and attitudes that students should develop through the courses, programmes and student services. ILOs help departments in various disciplines to develop the learning outcomes for their programmes, courses and services and shape decision-making throughout the university.

ILOs reflect the kind of graduate profile that an institution hopes to achieve and contribute to shaping and informing the academic culture of the institution. The knowledge, skills, abilities and attitudes that students are expected to acquire due to their overall experiences at a university are what determines the ILOs. They are broad declarations that encapsulate an institution's values.

Simply put, ILOs form the basis for how an institution does things, because the collective behaviour of people with common goals and beliefs drives institutional values and culture. More specifically, values like respect, trust, inclusion, discovery and excellence are more than mere goals—they are our own expectations and those of our colleagues (Duke University). For example, an ILO at Harvard reads as follows: "Respect for others' rights, differences, and dignity." Thus, there should be integrity in all dealings and accountability in behaviour when striving for work excellence.

The core values of a university usually cover:

- Broad integrative knowledge and the proficiency to demonstrate it;
- Specialized knowledge that reflects depth of knowledge in a field and the ability to apply it appropriately in the field, possibly drawing on both their main field of study and other fields;
- Intellectual skills, including communication, and the proficiency to demonstrate them across the curriculum;
- Civic and global learning to demonstrate the knowledge required for responsible citizenship, both through formal studies and community-based learning; and
- Applied and collaborative learning to demonstrate the ability to integrate and apply knowledge in complex projects and assignments, including collaborative efforts.

The core values, as a collective expression, may be defined as:

- Communication ability;
- Mathematical competencies/quantitative reasoning;
- Information competency (i.e. literacy);
- Creative, critical and analytical thinking;
- Personal responsibility and ethics;
- Global, cultural, social and environmental responsibility; and
- Specialized skills and the application of knowledge.

2.2.2. Programme Outcomes

Programme outcomes (POs) are declarations of the knowledge, abilities and dispositions that students should possess upon completion of an official programme, such as a three-year degree programme in Economics in India. Thus, POs are more general declarations of what a degree programme's graduates should know and be capable of doing. POs therefore deal with the general aspects

of graduation in terms of the necessary skills and knowledge after finishing the programme. Based upon starting capacities, competencies, skills, and so on, the National Board for Accreditation (NBA) adopted POs for programme accreditation. These are known as “Graduate Attributes”, and they differ between levels of study and disciplines.

POs basically explain what a study programme is supposed to do. In this case, they represent the things that a student should know or be able to do by the end of the programme. They are often thought of as the skills and knowledge that students will possess at the point they receive their degree. These programme-specific outcomes are the skills and knowledge that the graduate students of a certain degree programme should possess, while course outcomes are the skills and knowledge that students should gain by the end of a course.

Outcomes therefore delineate the knowledge (cognitive), skills (psychomotor) and attitudes (affective) that students will acquire at the end of a study unit. Most outcomes comprise three components, namely an action, a subject, and a criterion or context. Be aware that some terminology may be used interchangeably, with terms such as “outcomes”, “objectives” and “goals” being used to refer to the same concept in various contexts. The semantics are subordinate to the fundamental concept, however, which is that these declarations outline the knowledge students are expected to express in a manner that facilitates measuring the learning. The literature suggests formulating eight to twelve outcomes for a programme, with there typically being six to eight of them.

2.2.2.1. The ideal graduate

To develop programme outcomes, departments start by imagining the sort of graduates they want to see. For example, what kinds of values, skills and knowledge would you want students in your department to develop? This list of traits is often compiled during a departmental meeting or retreat, and it expresses what a department wants its students to be like.

2.2.2.2. From the ideal graduate to programme outcomes

We cannot concentrate solely on the ideal graduate, however, because contextual factors also influence a programme's design, such as resource availability, accreditation requirements and stakeholder expectations, such as those of the students and the institution. We therefore formulate programme outcomes that consider the pertinent contextual factors to develop a set of optimal attributes. These statements are later used throughout the curriculum design process and the programme's evaluations. A balance must be found, however, because an excessive number of outcomes can render any assessment impractical, while an insufficient number can constrain the design.

2.2.2.3. Example learning outcomes

The learning outcomes of a programme or course must be consistent. It is important to note that each begins with a verb, thus suggesting an observable action on the student's part (e.g. "describe", "demonstrate" or "evaluate"). Using verbs such as "understand" is not beneficial when defining learning outcomes, however, because what does it imply when a student "understands" something? Your objective should instead be to help students demonstrate the knowledge they have acquired, and they must be reminded of the significance of learning outcomes in order to optimise their learning experience (Spady, 1994; Bekum, 2001).

2.2.2.4. Example programme learning outcomes

These are examples of what graduates will be able to do on successful completion of a programme:

Knowledge

- 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.

Skills

- Collaborate effectively as part of a professional team and within interdisciplinary contexts.
- Apply effective oral, written and visual communication skills to present a coherent and sustained argument to the public in a specialist area.

Application of knowledge and skills

- Contribute to the contemporary artistic and cultural discourses by incorporating ethically aware and globally diverse perspectives in writing and presentations.
- Demonstrate adherence to professional and ethical frameworks in health care services and delivery.
- Engage responsibly and sensitively with cultural, historical and interdisciplinary global contexts when synthesising ethical and sustainable design solutions.

2.2.2.5. Example course learning outcomes

On successful completion of a course, students may be expected to:

Knowledge

- Outline significant curriculum and assessment theories, models and research used in the higher education sector.
- Critically analyse disparate sources of information about WWII.
- Evaluate concepts of race, culture, identity and diversity with regards to indigenous education.

Skills

- Plan and develop an independent research project that uses research methodologies appropriate to the discipline.
- Communicate through oral presentations using visual, verbal and written information.
- Apply technical skills to create and format digital media content, including 2D animations.

Application of knowledge and skills

- Analyse electrical engineering problems in industrial settings.
- Demonstrate a critical reflection on professional knowledge and skills, with it incorporating broad subject knowledge and perspectives.
- Communicate architectural and environmental ideas through the medium of film.

2.3. Course outcomes

Course outcomes (COs) are statements of what students learn and how they act in relation to a particular programme course. They describe the knowledge, skills and attitudes that learners will demonstrate by the end of the course, and they are specific and measurable. Again, they are expressed using a verb phrase to describe a measurable action that needs to be accomplished within a specified time limit, usually by the end of the course (Rudolph & Scharff, 2008).

Programme outcomes are achieved through programme-specific core courses, while those outcomes specific to a particular course are referred to as course outcomes. While course outcomes are statements that are specific to a course by addressing the fundamental course-related outcomes, they also contribute to the overall achievement of the programme outcomes. A course is typically structured to achieve about five to six course outcomes, and these are articulated in a manner that facilitates measurable assessment. They are

established by the institution through consultations among department heads, faculty, students, and other stakeholders.

2.3.1. Instructional Outcomes

Learning outcomes are quantifiable skills, abilities, knowledge, or values that students should be able to demonstrate upon completing a course. Nevertheless, they are centred around the student rather than the instructor, because they specify the activities that students will engage in rather than the lessons that the instructor provides. Understanding, skill, and disposition are used to describe the three categories of learning outcomes. What is more, a taxonomy of thinking skills, such as that proposed by Bloom, can be employed to further classify learning types and align an instructional outcome with a certain skill level. The responsibilities of the faculty lie in:

- deciding what to teach;
- deciding how best to teach it;
- deciding how best to assess learning; and
- communicating expectations to students.

They should also help students by:

- creating a connection between teaching and learning, between the teachers and the students; and
- removing as much guesswork as possible from the students' attempts to learn, thus enabling them to truly master the course content.

Learning outcomes should therefore be clear, measurable and focused on the students (Rudolph & Scharff, 2008). The goal of such a student-centred approach is to have the student, and not the teacher, be at the focal point of the discussion. The purpose of these learning outcomes, according to Williamson et al. (2011), is to provide students with a clearer picture of the expectations that are

placed on them throughout the course. Knowledge, comprehension, application, and practical skills, as well as other intellectual and transferrable abilities, are all qualities that may be expected. While some abilities may be domain-specific, others may be more generalisable. The use of adverbs and carefully selected verbs to describe actions and clarify the extent of the outcome can aid students greatly in comprehending a programme's or module's expectations, again according to Williamson et al. (2011).

Instructional outcomes inform students about their learning objectives and guide teachers in their instructional endeavours and the results of this can be classified according to three educational domains:

- The cognitive domain encompasses knowledge and understanding, and this is the most straightforward of the three domains to specify and assess.
- The behavioural domain comprises skills such as reading, performing calculations and swimming.
- The affective domain involves dispositions, such as being culturally aware or curious, and it is the most challenging to assess objectively.

2.3.2. Learning Outcomes at the Instructional Level

The precise knowledge, abilities or competencies that a learner will acquire from a learning activity—such as a training session, seminar, course or programme—are described as learning outcomes at the instructional level. Learning outcomes help learners to understand the significance of the material, as well as what they will gain from engaging with the learning activity. They must be quantifiable achievements for the learner to demonstrate once the learning is complete. Organisational training programmes, for example, must include the development of specific, implementable learning objectives. When creating curricula, managers and educators need to agree on what students should know once they reach the end of their learning path. Learning outcomes, which specify

the knowledge students should possess after completing a learning task, are also crucial for assessing and evaluating processes.

From the perspective of students, learning outcomes comprise five dimensions, namely intellectual skills, cognitive strategies, verbal information, motor skills and attitudes.

Intellectual skills

With these learning outcomes, the learner understands concepts, rules or procedures. Put simply, it is understanding how to do something.

Cognitive strategies

Here, the learner applies personal strategies to think, organise, learn and behave.

Verbal information

Verbal information is when learners can definitively state what they have learned from an organised body of knowledge.

Motor skills

Motor skills involve the physical ability to perform actions with a certain level of fluidity, smoothness or timing through practice.

Attitude

This internal state reflects in the learners' behaviour. It is challenging to quantify, but it can be seen in learners' responses to people or situations.

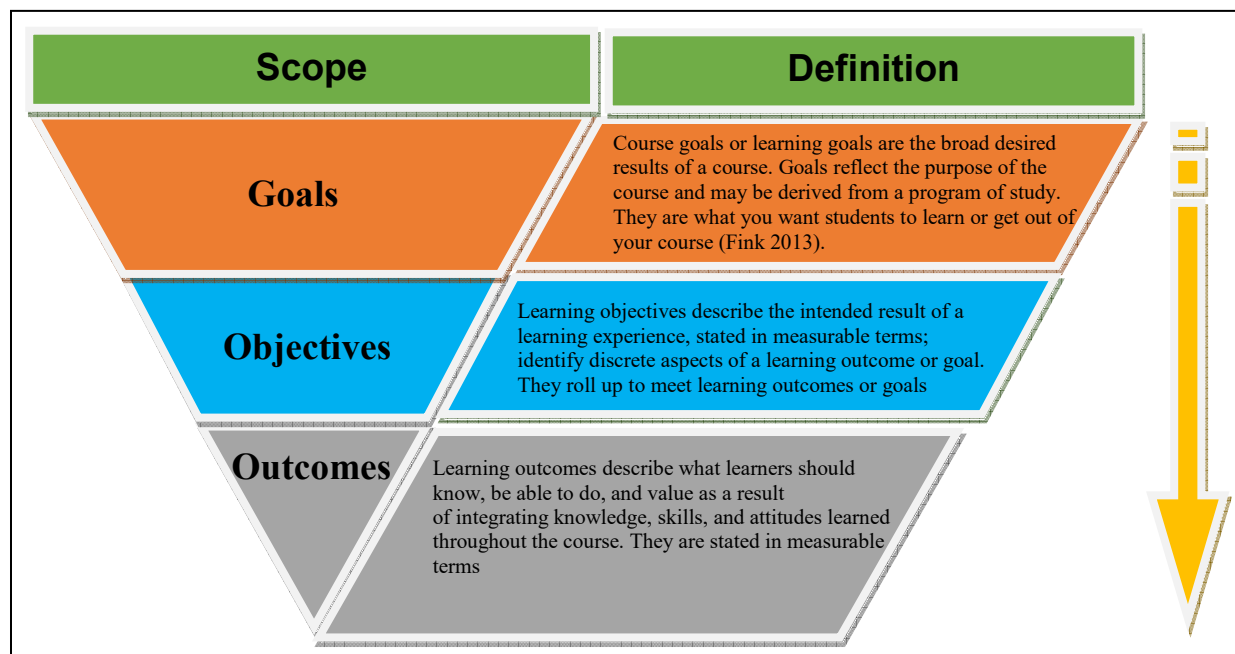
2.3.3. Goals, Objectives and Outcomes

Where we want to be is the goal, while the steps required to get there are the objectives, and the outcome is the anticipated outcome from the learning

objective. The learning objectives and the outcomes establish a connection between the teachers and students, as well as between the course material, assignments and teaching style. An action, a topic, and a criterion or context comprise the majority of outcomes. Nevertheless, the terms “outcomes”, “objectives” and “goals” are often used interchangeably, so bear in mind that they may take on different meanings depending on the context. Results can quantify the long-term effects of a task, activity or process, but they might not be immediately visible. Indeed, they can take a long time to manifest and may be hard to measure, which is why so many people fail to measure these outcomes. For instance, cultivating a devoted clientele and boosting brand recognition can take time and be hard to quantify.

There is an output for every outcome, and the concrete or immediate results of a task, activity or process are called outputs. Deliverables, such as goods or services, are example outputs that can be easily quantified in terms of both quantity and quality. To illustrate this, consider the result of adding 700 new readers to a newsletter. This result (output) could have beneficial outcomes for the company, such as increased revenue, a larger base of devoted customers, and improved customer satisfaction. Not all outcomes are favourable, however, so measuring them is crucial for educators to make the necessary corrections and adjustments to transform a undesirable outcome into a desirable one. Figure 2.1 illustrates the distinctions between goals, objectives and outcomes.

Figure. 2.1. Goals, objectives and outcomes



2.3.4. Course goals and learning objectives

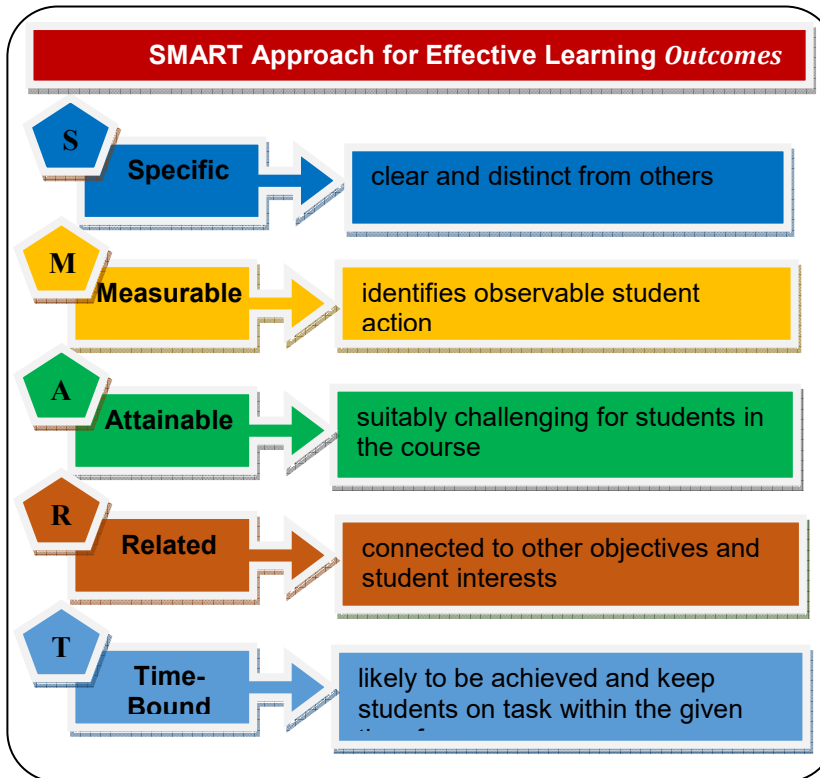
Objectives specify the teacher's desired outcome for the students on conclusion of a lesson (Brown, 2007), and they frequently intersect with goals in certain cases. Richards (2002) clearly distinguished objectives and goals: Behavioural objectives are a way of expressing objectives that "further operationalise the definition of behaviour" in order to "take the idea of describing learning outcomes" (Richards, 2002, p. 13). By incorporating the "ABCD" components proposed by Mager et al. (2000) (cited in Richards, 2002), it becomes possible to operationalise teaching objectives. The students are regarded as the subject. The letter "A" stands for "Audience", while "B" represents "Behaviour", which is the performance described through the use of action verbs. Next, "C" denotes the "Condition" in which the performance is to be demonstrated. Finally, "D" represents the "Degree" of proficiency that is required for students when executing the task.

Table 2.4. The ABCD approach when writing learning objectives.

Approach	Description
Audience: - Who will achieve the outcome? - Align your learning goals or objectives to meet their needs.	“After completing this course, <i>students</i> will be able to...” or “On completing this workshop, <i>participants</i> will be able to...”
Behaviour: - Use action verbs to describe an observable behaviour that will demonstrate mastery of the goal or objective. - Avoid verbs that are vague or difficult to assess, such as “understand”, “appreciate”, “know”, and so on.	The behaviour usually completes the audience phrase. -For example, “Students will be able to [insert behaviour]” or “Through active engagement and completion of course activities, students will be able to [insert behaviour]”.
Condition: State the conditions in which the behaviour is to be performed, such as in terms of: • Equipment or tools (e.g. a specific software application); • A situation or environment for a performance; or • Materials or format, such as written text, a slide presentation or other specified materials.	The level of detail for the conditions within an objective may vary and should be appropriate to the broader goals. If the conditions are implicitly understood as part of the classroom or assessment situation, it may not even be necessary to state them. When articulating the conditions for learning outcomes, ensure that they are sensible and financially accessible to all students.
Degree: Specify a standard or criterion for an acceptable performance. What standard should a learner meet to be deemed proficient in relation to real-world expectations: For example, should the performance: • be done with 90% accuracy? • be completed within 10 minutes? • be suitable for submission to a peer-reviewed journal? • be expressed in a 100-word paragraph?	Taking into consideration professional standards, what would a student need to succeed in subsequent activities? In addition, what does the instructor need to accurately assess learning when determining the degree. Where the degree is easy to measure, such as a binary pass or fail, this may be omitted.

Another approach for writing a good learning objective is the SMART approach, which stands for specific, measurable, attainable, related and time bound. This approach is illustrated in Figure 2.2.

Figure 2.2. The SMART approach to writing learning objectives.



Course goals, which are also known as learning outcomes, and learning objectives differ in that the latter describes specific units of knowledge within a given timeframe, while the former is an ability that can be demonstrated after the course ends. These can involve broad behavioural aspects that encompass a variety of abilities and knowledge. For example:

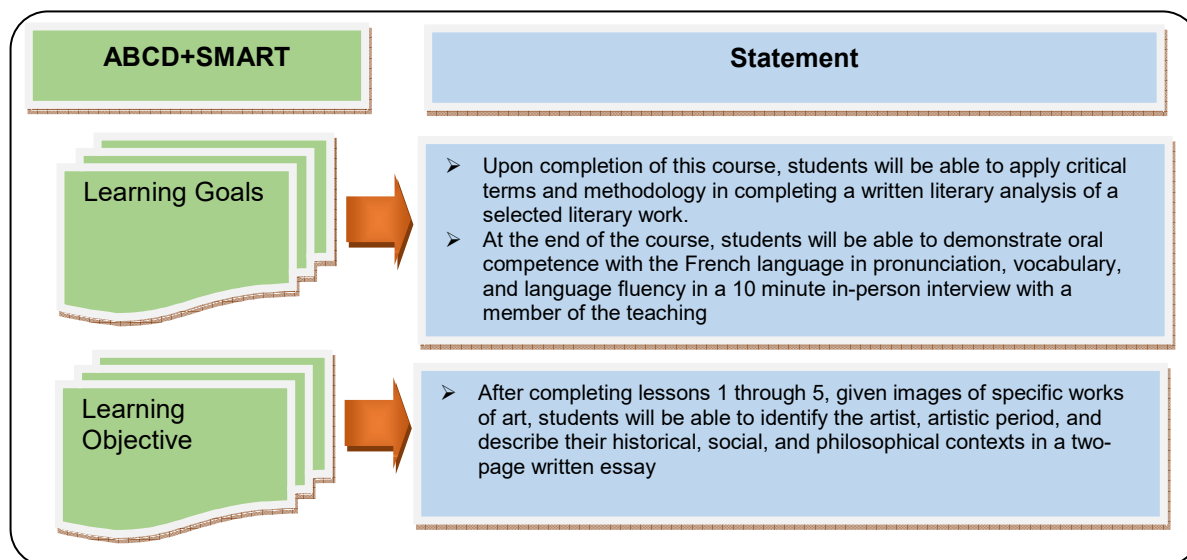
Upon completion of this course, the student will reliably demonstrate the ability to apply the conventions of grammar when writing paragraphs.

Learning objectives tend to describe specific, discrete units of knowledge or skill that can be accomplished within a short timeframe. For example:

Given a paragraph of ten sentences, the student will be able to identify ten rules of grammar that are used in its construction.

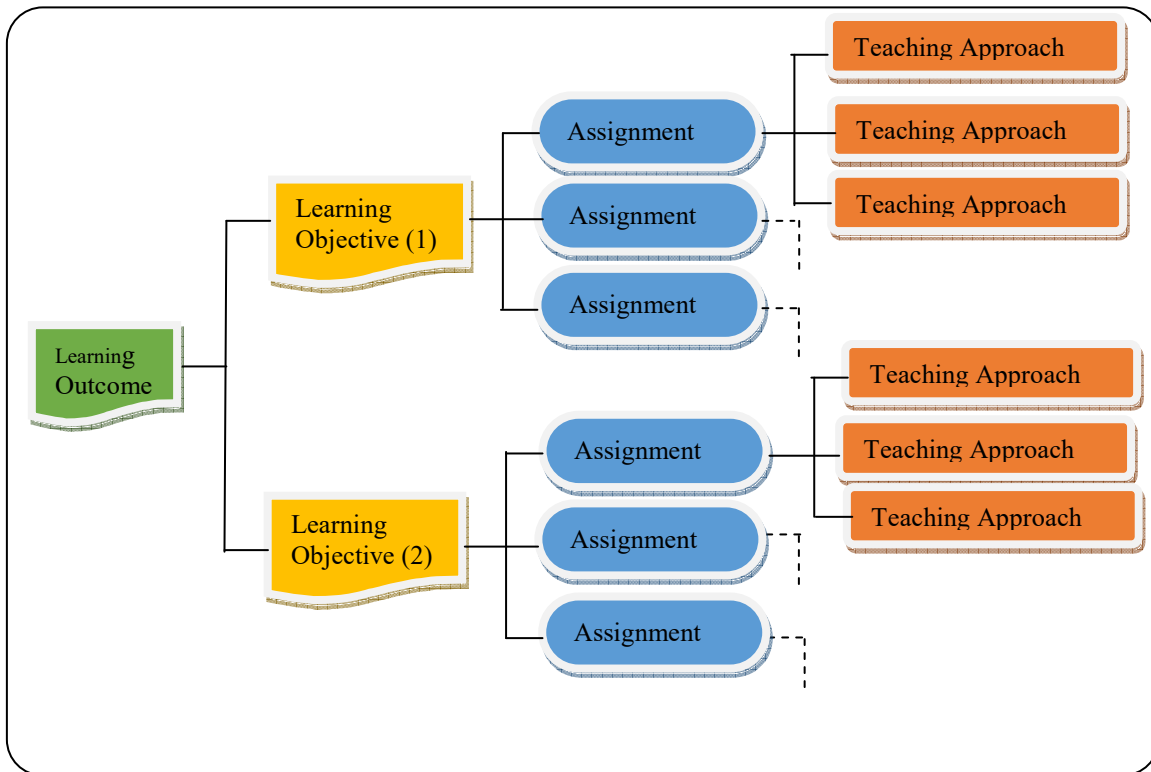
The difference between a course goal (learning outcome) and a learning objective is illustrated in more detail in Figure 2.3.

Figure 2.3. The ABCD+SMART approach when writing learning objectives



How the ABCD and SMART approaches are used to align learning outcomes, learning objectives, course assignments and teaching approaches is illustrated in Figure 2.4.

Figure 2.4. Alignment of learning outcomes into learning objectives



In addition, the differences between learning objectives and learning outcomes occur in five areas (see Table 2.5), such as:

- Benefits for teachers and students;
- Purposes and outcomes;
- Learning objective; and
- Intended outcome vs. observed outcome.

Table 2.5. Learning objectives vs. learning outcomes.

Goals	Definition	Examples
1. Teachers and students		
Learning objective	Why is the teacher creating a learning activity?	This training session will discuss the new policy for reporting travel expenses.
Learning outcome	What will the learner gain from the learning activity?	The learner will demonstrate how to properly report travel expenses.
2. Purpose vs. outcome		
Learning objective	State the purpose of the learning activity.	This class will explain the new curriculum policy for OBE.
Learning outcome	States what the learner will be able to do upon completing the learning activity.	The learner will be able to give examples of when to apply the new curriculum policy for OBE.
3. Learning objective		
Learning objective	What does the teacher hope the learning activity will accomplish? Looking to the future, what will happen?	This seminar will outline new health and safety protocols.
Learning outcome	What has been accomplished, and what has happened to the learners due to their participation in the activity?	Seminar participants will correctly identify the new protocols and explain why they have been established.
4. Intended outcome vs. observed outcome		
Learning objective	What do the creators of the learning activity hope to achieve?	This training activity will illustrate five styles of effective communication in the workplace.
Learning outcome	Describes a wider range of behaviours, knowledge and skills that makes up the basis of learning.	Learners will reliably demonstrate how to effectively communicate in the workplace.
5. Specific units of knowledge vs. broad outcomes		
Learning objective	Describes discrete concepts, skills or units of knowledge.	This lecture will list ten ways to de-escalate a confrontation in the workplace.

Learning outcome	Describes a wider range of behaviours, knowledge and skills that makes up the basis of learning.	Learners will reliably demonstrate how to apply de-escalation techniques to neutralise conflicts in the workplace.
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For convenience, the use of learning objectives and learning outcomes is exemplified in the form of a writing course syllabus in Table 2.6.

Table 2.6. A writing course syllabi.

Course Title	Paragraph Writing
Course description	This course trains basic skills in paragraph writing, such that sentence writing, paragraphing, grammar, word choice, punctuation, and organisation will be practiced.
Objective	Upon the completion of this course, students will be prepared to craft well-written paragraphs.
Learning outcomes	Identify the components of a paragraph (i.e. the topic and supporting sentences). Construct complex and compound sentences. Identify paragraph types (e.g. narrative, descriptive, argumentative).
Course Outline	Week 1: Sentence-level skills
	Week 2: Introduction to a paragraph
	Week 3: Writing a topic sentence
	Week 4: ...
	Week 12: Writing a concluding sentence
Assessment	Test: Identifying the components of a paragraph, combining and/or expanding sentences, using punctuation. Paragraph writing

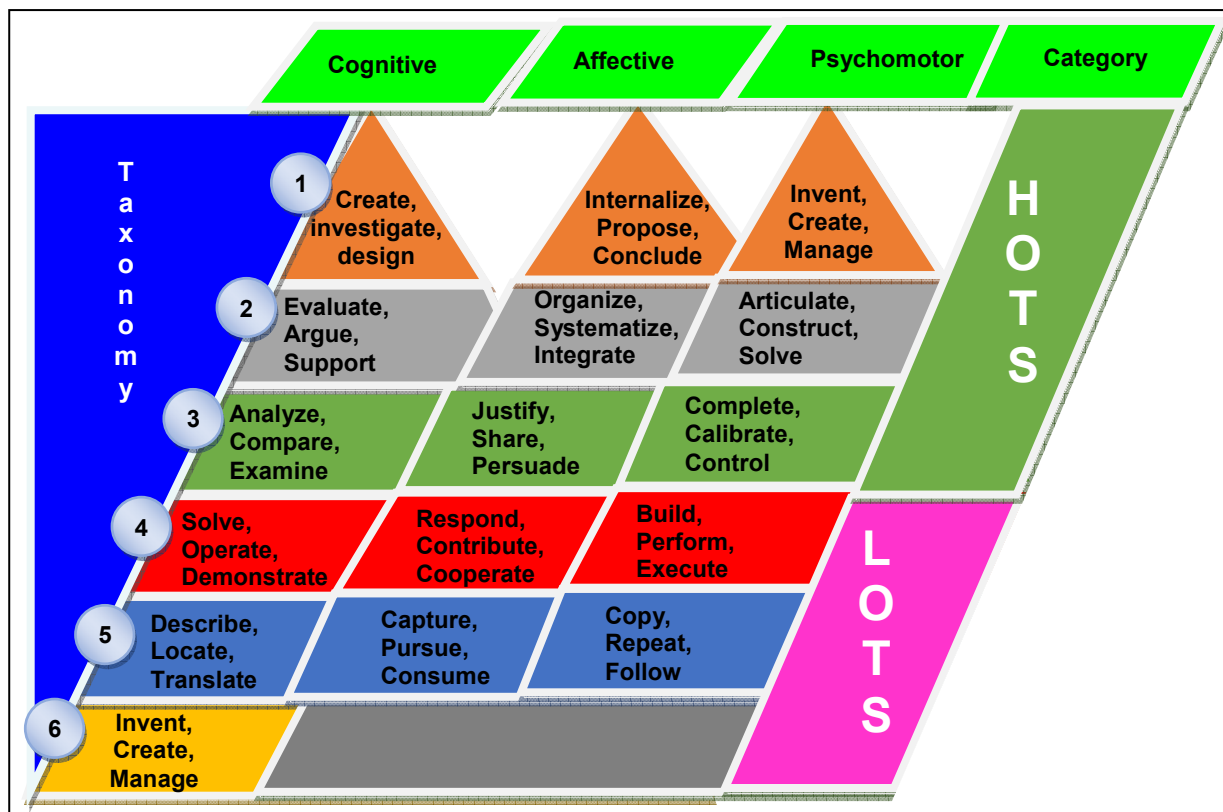
2.4. Bloom's Taxonomy

When creating learning objectives, it is a good idea to have a basic understanding of Bloom's Taxonomy (Bloom et al., 1956). To explain Bloom's Taxonomy concisely, a group of educators started categorising learning objectives in the late 1940s. Three domains were to be classified, namely the cognitive (i.e.

mental skills or knowledge), affective (i.e. feelings, emotional skills or attitudes), and psychomotor (i.e. manual or physical skills) domains. The goal was to create a system for each of these domains. The research was completed in 1956, and it gave rise to what became known as Bloom's taxonomy of learning (Bloom et al., 1956).

The primary concept behind this taxonomy is the notion that educational objectives can be organised in a hierarchy that progresses from simpler to more complex levels of knowledge. The levels are sequential, and the completion of one level is a prerequisite for progressing to the subsequent level. The initial levels published by Bloom et al. (1956) were arranged as follows, from lowest to highest: knowledge, comprehension, application, analysis, synthesis and evaluation. In 2001, Anderson and Krathwohl published a revised version of Bloom's taxonomy that incorporated the knowledge that had accumulated in the 40 years since Bloom's original publication. In brief, these modifications reflected the more outcome-oriented objectives of contemporary education by changing the names of the levels from nouns to active verbs. For example, "knowledge" was renamed to "remember", and the top level was renamed to "create" (see Figure 2.5).

Figure 2.5. Bloom's Taxonomy (Bloom, 1956; Anderson & Krathwohl, 2001).



2.5. OBE in the Indonesian Context

William Spady (1984) originally proposed objective-based education (OBE), which emphasises a clear understanding of what students should be able to demonstrate when they leave school. OBE has since become a dominant means for curriculum change in higher education around the world (Shaheen, 2019), and it enjoys various statuses. OBE replaces the previous teacher-centred curricula (Nakkeeran et al., 2018), measures teachers' understanding (Biggs et al., 2022; Pichette & Watkins, 2018; Tam, 2014), and prepares students for the world of work.

According to Spady (1994, 2020), the main principle of OBE is to ensure that students can show what they want to be able to do when they finish school. Australia (Donnelly, 2007), Canada (Asim et al., 2021), and the US (Malan, 2010) are among the developed nations that have implemented OBE, as well as

developing nations in Asia (e.g. Malaysia, the Philippines, Pakistan) and Africa (e.g. South Africa) (Williamson, 2000). However, implementing OBE is challenging due to it requiring major reforms in the educational system and curriculum design (Rao, 2020). University leaders, administrators, curriculum designers, teachers and students must therefore work together to achieve a paradigm shift (Shaheen, 2019). Students may also struggle with a curriculum's alignment with industry-focused partnerships (Williamson, 2000).

According to Simarmata and Mayuni (2023), Indonesian higher education used a competency-based curriculum before OBE was established. The policy change in favour of OBE dates back to a stipulation from the Indonesian Ministry of Education, but the real change started in August 2012 when a Presidential Regulation established the Indonesian National Qualification Framework (INQF). The INQF was developed to set rules for how to teach and train people, how to organise a curriculum, how to award qualifications, and how to measure skill levels. The Directorate General of Higher Education responded to this new policy by creating an INQF-based curriculum to raise the quality of higher education in line with the growing global economy and society (Education Sector Analytical and Capacity Development Partnership, 2016). This INQF-based curriculum puts great emphasis on learning standard competencies, such as a) desirable attitudes and values, b) ability to work, c) knowledge of a field, and d) managerial skills, along with university-specific skills referred to as “local strengths” (Regulation of Ministry of Education and Culture of the Republic of Indonesia No. 49, 2014). OBE served as the main basis for creating this INQF-based curriculum (Megawati, 2013), yet many instructors did not know about OBE at first and only started using it after the Freedom of Learning policy was introduced (Junaidi et al., 2020).

The Freedom of Learning (FoL) policy (*Merdeka Belajar* in Indonesian) was introduced by the Indonesian Government in early 2020 to complement the existing curriculum (Regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 3, 2020). Under this policy, students enrolled in an academic

programme at a university have the option to take multiple units from different academic departments within or across campuses in an effort to streamline the higher education curriculum and improve the quality and adaptability of higher education. In addition, students can participate in a paid internship for three semesters. Thus, FoL encourages meaningful learning experiences and gives students more control over their learning journey.

Additionally, the FoL education curriculum makes use of OBE, having been developed in response to the need for the education system to adapt to the context of the fourth industrial revolution (Kementerian Pendidikan & Kebudayaan Indonesia, 2019). The adoption of OBE represented a substantial change, despite there being conflicting findings in the research for the strategy and the application of OBE. Although OBE has been successfully implemented in a number of Indonesian universities (Purwaningtyas & Fatimah, 2020; Rahayu et al., 2021; Wijaya, 2020), academic studies have relied on OBE materials from instructors or study planners, meaning there is insufficient evidence to support OBE's purported benefits. Indeed, many instructors in Indonesian higher education found it difficult to create curricula based on OBE's principles and were perplexed about how to apply OBE in the classroom. Two primary causes of this confusion were a lack of dissemination programmes and hands-on workshops about integrating OBE into classroom practices and an inability to critically analyse government policy for curriculum reform (Direja, 2017).

The literature suggests that case studies for individual universities with small sample sizes have served as the main basis for implementing OBE in Indonesia (Handayani & Wibowo, 2021; Kushari & Septiadi, 2022; Rahayu et al., 2021; Setyowati, 2023) rather than taking a broader approach. The lack of any comprehensive national research about teachers' perceptions of OBE also represents a significant research gap. Thus, some thorough nationwide research is necessary to delve deeper into the issues, and any assessment of curriculum reform's efficacy should consider the instructors' views on OBE's introduction. Since the Ministry of Education introduced the curriculum change in 2013, thereby

replacing the competency-based curriculum with an outcome-based one, OBE has been in the spotlight. Learning outcomes rather than competency standards are now used to describe what students should accomplish by the end of the course of study. The National Qualification Framework (NQF), which was introduced in Presidential Regulation No. 8 of 2012, is also supported by this policy. Core competencies (*Kompetensi Inti*) and basic competencies (*Kompetensi Dasar*) are the building blocks of the new OBE-mandated curriculum.

The Indonesian Government considers OBE to be the best basis for an INQF-based curriculum, but its implementation can be ineffective (Direja, 2017). One issue is that teachers lack knowledge of OBE, making it difficult to design and implement learning outcomes in the classroom (Solikhah & Budiharso, 2019). Administrative tasks and inflexible curriculum requirements then limit teachers' ability to help their students achieve their goals and foster creativity, independence and innovation (Krishnapatria, 2021).

In conclusion, the current curricula in Indonesian higher education have been determined by both the INQF and FoL, which promotes the principles of OBE. Nevertheless, many problems arose after releasing these two policies so close together, such as teachers being confused and not fully grasping OBE (Krishnapatria, 2021). Despite the apparent obstacles, there has been no nationwide research into the topic, such as studies aimed at understanding how educators view OBE and the factors that can help or hinder its implementation. This research seeks to address this research gap.

2.6. The CEFR

The Council of Europe created the CEFR to define outcomes for language learners who are not native speakers. As such, curriculum guidelines, English language courses, assessments, and the characterisation of language proficiency levels can all benefit from using it. Its four guiding principles are teaching and learning, assessment, reference level descriptions, and implementation (CoE, 2001). It was created to offer an open, logical and thorough foundation for

developing language curricula and syllabi, creating instructional materials, and evaluating proficiency in foreign languages. An important aspect of the CEFR is that it was designed to be language neutral, so it serves as a useful tool for stakeholders dealing with various languages in various contexts.

Piccardo (2000) pointed out that the CEFR presents several ideas about how to teach and learn, and each of these has led to changes in curricula, the way teachers teach, and how students are tested in different situations (Byram & Parmenter, 2012). These ideas include:

- learners as social agents;
- plurilingualism;
- tasks and scenarios as a pillar of the action-oriented approach;
- the use of descriptors to set language goals;
- sign-posting the learning process; and
- threshold-level specification.

2.6.1. Learners as Social Agents

The idea of the learner as a social agent in language learning has a large effect when you consider what the goal of language learning is. It is no longer enough to just “master” one, two or even three languages, looking at the “ideal native speaker” as the ideal example of how to do it. To do this, we need to create a set of language skills that all individuals can adopt (CEFR 2001 Section 1.3). Languages are not just a way to convey and receive information—they are also a way to make sense of the world and learn more about it through conversation and interaction. Thus, learning a language is both a mental and social activity. It looks at how people interact and communicate, as well as the reasons and situations in which people use language in the real world.

The purpose of the CEFR was to offer a clear, comprehensive and consistent foundation in the three areas of:

- determining a language class level ;

- developing language curricula and syllabi; and
- creating instructional materials and evaluating students' proficiency in foreign languages.

Expressing proficiency in terms of the learners' abilities in a positive manner is a fundamental tenet of the CEFR. Its explanation of the various facets of proficiency offers a common, unambiguous road map for learning.

2.6.2. Plirilingualism

The plirilingual approach highlights the notion that when a person experiences language in a wider range of cultural contexts—from their native tongue to the language of society at large to the languages of other peoples—rather than keeping these languages and cultures in mentally isolated compartments, they develop a communicative competence that is influenced by all their language knowledge and experiences in which languages interact and relate to one another (Section 1.3 of CEFR 2001). The development of language and intercultural competencies presents a significant challenge for educational systems, because these enable students to function as productive citizens, acquire knowledge, and cultivate accepting attitudes towards others. Plurilingual and intercultural education is the term used to describe this approach to teaching language and culture (Byram & Parmenter, 2012).

The CEFR framework is known to have many uses, and it works well when it is complete, clear and consistent. The CEFR advocates first listing all a person's language knowledge, skills, and uses. Differentiating the different ways that language skills are described gives learners reference points (i.e. level, step, stage or phase) that they can use to describe their progress. Second, the CEFR supports openly giving users information that is clear, explicit, available, and easy to understand. Finally, coherence can only be achieved when the different parts work well with each other, so there are no contradictions. The process involves figuring out what the students need, what the goals are, what the content is, how to choose

or create materials, how to set up teaching and learning programmes, how to teach and learn, and how to evaluate, test and grade the students (Council of Europe 2001).

2.6.2.1. Action-Oriented Tasks

Using a constructivist foundation, the action-oriented approach elevates task-based learning to a level where real communicative practices are integrated into the classroom and the outside world. It also emphasises the agency of the learner, and students may encounter action-oriented tasks in various real-life contexts. These tasks involve deliberate actions within a predetermined framework. There are numerous potential routes to the desired outcome, and the tasks may be complex and open-ended, with them necessitating a wide range of expertise. The CEFR descriptors provide inspiration for the typical steps involved in developing action-oriented scenarios. These steps include reception, production, interaction and the mediation of concepts and/or communication.

2.6.2.2. The Use of Descriptors to Set Language Goals

The CEFR's descriptors are a collection of statements detailing an individual's capabilities at each level of the CEFR. The initial descriptors for both the CEFR and the European Language Portfolio were derived from those created within a Swiss national research project while also referencing the earlier "threshold levels" specified by the Council of Europe. These descriptors have been revised and expanded as part of a comprehensive international initiative, so they are comprehensively grounded in extensive research conducted by relevant institutions. They can also assist employers in establishing benchmarks, such as for a recruitment process, and they can help course developers in creating pertinent materials for the intended level. In brief, the CEFR levels offer a framework for describing an individual's language proficiency.

The CEFR's descriptors refer to a threshold-level specification. If something is to happen, a certain point must be reached or surpassed, and this is the

“threshold level”. For example, insurance companies use threshold levels to describe the minimum acceptable level of risk when deciding whether or not to offer coverage. It was not until 1975 that the English language had its first “threshold-level” specification. A threshold level is a fixed value that is used to decide when something is above or below a certain standard, as well as when it is within a range defined by two thresholds. This involves setting goals, creating scenarios, and assigning tasks using the CEFR descriptors (Piccardo, 2020). Teacher, peer, and self-assessment is used to track progress, which boosts motivation (Frost & O'Donnell, 2015). Nevertheless, formal tests may still be necessary at significant reporting points, so a question arises of whether to create new tests from scratch or to use existing exams with a CEFR-based approach. Educators participating as test administrators, in conjunction with other programmes, may have a beneficial effect on classroom instruction (Piccardo, 2020; Rehner, 2017). Whatever the case may be, instructors will require thorough training in the CEFR levels, and workshops with calibrated video samples are one option for this, with examples being available for various languages.

In a period of transformation, globalisation and rising cultural and linguistic diversity, as well as the rising demand for transparency and mutual recognition, the CEFR's significance looks likely to grow substantially. A distinct trend has emerged among the various studies, with the CEFR being recognised as more than a mere tool for test alignment. Indeed, the CEFR is being increasingly recognised as a framework for learning, teaching, and assessment, as was originally intended. The CEFR divides foreign language proficiency across six levels: A1, A2, B1, B2, C1, and C2. These range from beginner (A1) to advanced (C2). The B2 level is the most sought-after proficiency when employers are looking for an active command of the English language. The C2 proficiency represents the pinnacle of English language competence, so it reflects a certain mastery. It suggests that a person possesses a proficiency that is comparable to that of a native speaker in exhibiting complete confidence and mastery of the language (see Table 2.7).

Table 2.7. The CEFR's six levels

Level Group	Level	Level Name
A-Basic user	1(A1)	Breakthrough/beginner
	2(A2)	Waystage/elementary
B-Independent user	3(B1)	Threshold/intermediate
	4(B2)	Vantage/upper intermediate
C-Proficient user	5(C1)	Effective operational proficiency/advanced
	6(C2)	Mastery/highly proficient

The primary goal of the CEFR as a common framework of reference is to facilitate self-reflection, dialogue and agency. The CEFR dictates neither the what nor the how of practice, but with a common meta-language and proficiency scale, it aims to promote quality, coherence and transparency among all professionals in the field of foreign/second languages. It serves as a tool for reflection in this context, and its purpose is to offer a clear, consistent and all-encompassing framework for developing language curricula and syllabi, creating instructional resources, and evaluating students' command of the target language.

The CEFR provides a common framework for European language syllabi, curriculum guidelines, exams, textbooks, and so on. Aligning a language programme with the CEFR involves two main steps:

- developing and reviewing curriculum content and considering the CEFR's key concepts and pedagogical vision; and
- developing positive “can do” descriptors tailored to the learners' age, interests and needs, with them aligning with the CEFR's levels.

The CEFR's descriptors can help align programme planning, teaching and assessment. Nevertheless, a curriculum does not exist until it is enacted, and teachers must be involved in its implementation early on. Over time, teacher education is essential for a curriculum's introduction and subsequent evolution. National foreign-language curricula should emphasise goals and content, and these are thoroughly described in the CEFR in a way that is applicable to any context. Thus, national curricula can adapt the CEFR's principles to the local setting and needs.

The CEFR's reference-level descriptions aim to make language teaching transparent and help build plurilingual teaching courses (CoE, 2005). Two principles underpin reference-level descriptions (Cambridge ESOL, 2011). First, language stakeholders should use reference level descriptions to improve curricula and test specifications. Second, they can also be used in many ways, so language users must decide a priori on factors such as learners' proficiency levels, age and educational background, first language, and reasons for learning English. Reference-level descriptions can also suggest CEFR-level language materials for teaching and testing. Additionally, language practitioners and curriculum planners can adapt the published reference level descriptions to their contexts. In this way, the CEFR has been used to develop language teaching, learning and testing methods worldwide (Morrow, 2004) (see Table 2.8).

Table 2.8. Threshold level specification of the CEFR

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A summary of CEFR threshold specification is presented in Figure 2.6.

Figure 2.6. CEFR Criteria compared to other test

	CEFR	Cambridge Test	School Cambridge	General Proficiency	Business	IELTS	Linguaskills
PROFICIENT		200-300	C1 Proficient	C2 Proficient	-	-	-
	C1	180-200	C1 Advanced	C1 Advanced	C1 Business Higher	6.5-8.5	-
INDEPENDENT	B2	160-180	B2 first for school	B2 first	B2 Business Vantage	5.5-6.5	High
	B1	140-160	B1 Preliminary	B1 Preliminary	B1 Business Preliminary	4.0-5.0	Mid
BASIC	A2	120-140	A2 key for school	A2 key	-	-	Elementary
	A1	100-120	A1 movers	-	-	-	Pre-Elementary

In addition, the Indonesian Minister has issued a modification of CEFR qualification for primary school to higher school students as in Figure 2.7.

Figure 2.7. Modification of CEFR Criteria to Indonesian Students

	CEFR	Cambridge Test	IELTS	Indonesian School	Qualification
PROFICIENT	C2	200-300	-	-	C2 Proficiency
	C1	180-200	6.5-8.5	-	C1 Advanced
INDEPENDENT	B2	160-180	5.5-6.5	-	B2 First
	B1	140-160	4.0-5.0	SMA (11-12) F	B1 Preliminary
BASIC	A2	120-140	-	SMA (10) E	A2 Key for School
	A1	100-120	-	SMP (7-9) D	A2 Flyer
	-	-	-	SD (5-6) C	A1 Mover
	-	-	-	SD (3-4) B	
	-	-	-	SD (1-2) A	Starter

2.6.2.3. Signposting Assignments

Signposting was defined by Geoff Petty (2014) in *Teaching Today: A Practical Guide* as “linking key learning points to specific learning outcomes or transitions between activities.” In essence, it involves indicating to students what they are doing in the class and how it connects with the lesson’s objective. Using signposting can assist a teacher in directing the learner through the activity and ensuring that the sequence makes sense. For example, brief words or phrases can make it easier for the learner to follow an argument, comprehend how the ideas relate to one another, and predict what will happen next. Petty (2014) states that signposting entails the following four tasks: 1) Create a “lesson menu” out of the lesson’s aim. 2) Describe how each task connects with the lesson’s aim. 3) For each lesson step, pose questions about the lesson’s objective. 4) Look back over the entire class to notice what the students practiced, what new language they

learned, what grammar points they found, and what aspects of an essay they found challenging.

2.7. CEFR Alignment

In higher education, the CEFR has been mostly used to define international student entry requirements and curriculum language proficiency levels. European institutions use it frequently (Deygers et al., 2018), but other contexts are also adopting it. Universities accept selected standardised tests for practical reasons, such as their global availability and supposed comparability, including for CEFR alignment. Nevertheless, Green (2017) examined 24 higher education institutions in Australia, Canada, the UK, and the US, thus representing 40% of global student enrolment, and revealed that the four tests recognised by all or most of these institutions—namely IELTS, TOEFL® iBT, PTE-A and CAE—are very different in nature and structure.

The selection or creation of realistic, suitable tools for evaluating the proficiency of language learners is central to the principle of assessment. To make the CEFR work for their tests, developers must first define what they hope to achieve. By outlining four broad categories of language competence—personal, public, occupational and educational—the CEFR can help determine a test's intended use (CoE, 2001). Runnels and Runnels (2019) noted that the CEFR has found widespread use, although it has not been universally adopted. In some cases, it has only helped to standardize proficiency testing and language requirements for university enrolment. In other cases, however, the CEFR has had far-reaching impacts on the reorganisation and reform of curricula. Finally, Dendrinou and Gotsoulia (2015) posited that the CEFR has contributed to innovative language teaching practices by encouraging pedagogical reflection.

Aligning curricula to CEFR levels may also help improve comparability across schools in different regions, especially as comparability remains a delicate issue. Jones and Saville (2009) pointed out that languages are introduced at different ages with different durations and intensities, or they may be mandatory or

optional subjects. Language exposure outside of school and the cultural impact of it can vary. In a grade-based cohort, achievement will therefore vary considerably.

2.8. A Critical Review of UIN Said's OBE English Curriculum

A critical review of the changes to the OBE curriculum at UIN Said is presented in this section. The following areas were examined in the review:

- the alignment of curriculum guidelines with the university's vision and mission;
- the appropriateness of the OBE English curriculum's contents with the university's OBE;
- the mapping of the OBE English curriculum's contents; and
- the integration of OBE and CEFR into the curriculum.

UIN Said's 2024 OBE curriculum document is flawed in six ways: First, the stated goal is 10 years. Second, the globalisation of the university's brand is only briefly mentioned and not explained in sufficient detail. Third, the writers do not discuss points 7 and 8 of Permenristekdikti 53/2023. Fourth, it does not attach professions to meet the needs of the KKNl as a general guide. Fifth, it remains unclear as to what the graduate learning outcomes (CPLs) refer to. Sixth, there is no room for religious, English, or Arabic SKL courses.

The university's 10-year vision does not align with its goals, aims or purposes, because university officials hold terms in office of only four years. Moreover, the CPLs do not further develop this vision. Since this 10-year vision is positioned as an expansion of the Development Master Plan, it has to be taken seriously. Nevertheless, this statement conflicts with the objectives and work plans that will be implemented during the four-year term of a university leader as he or she seeks to improve organisational performance based on the Policy Strategy approach.

The university's core values are not elaborated upon, neither from a review or an Islamic perspective, which is the philosophy of UIN Said. The process of glocalisation involves packaging curricula for global and local contexts, and it comprises two stages. Two-system glocalisation is the process of adapting global products to a local culture in order to create products or services for that market. For instance, McDonald's and Pizza Hut initially packaged their offerings to appeal to the preferences of the residents of Solo before opening branches there. Three-system glocalisation, meanwhile, is the process of packaging products into local, national, and supranational/global levels. Cultural responsibility, intercultural competence, and an inclusive curriculum must be prioritised in a glocalised curriculum. Such curricula provide international students with the opportunity to acquire knowledge of local culture, and lecturers can develop a curriculum that is tailored to the requirements of students who are more internationally oriented. Students from various countries attend universities, so how well can the revised OBE curriculum relate to this glocalisation?

Since the occupations represented in each degree programme have not been considered, categorising areas of competence into four groups does not conform to Articles 7 and 8 of Permenristekdikti No. 53/2023. Furthermore, the two primary SKL languages, Arabic and English, have not been included, so the UPT Language Centre is not maximising its potential as a revenue generator for the university. This UPT operates independently of the university's oversight. Additionally, it was previously ranked first, but due to sanctions imposed by the Jakarta PPG, its ranking has declined, and its student numbers have fallen significantly. The role of the university senate, meanwhile, is not to establish standards for academic conduct. Take the LK and GB proposals as an example: They are implementing these new regulations right now, but for the regulation of GB candidates, the Senate has failed to foresee a means for their enforcement.

The formulation of the CPLs is also inconsistent with the vision and mission of the university, as well as indicators of general, special and scientific skills and attitudes. In addition, the curriculum review workshops, which were conducted by

external experts, were found to be insufficiently informative, so internal experts must accompany these external experts. In the normative sense, there is no novelty, and the necessity of building a curriculum was not considered. It therefore remains necessary to conduct a series of more meticulous, objective endeavours. The performance of the LPM as the enforcer of quality standards has also not been exceptional. The policy to adopt OBE must be continued, but its implementation should not be left untouched. The novel characteristics of OBE at UIN RM Said must be apparent, but issues have arisen due to the guidelines and content being inconsistent and showing deficiencies. The curriculum's primary framework, as stipulated by the guidelines, is as follows:

1. Vision
2. Mission
3. Objectives
4. University core values
5. Graduate profile and achievement criteria
6. Graduate profile
7. Graduate learning achievements
8. Curriculum structure
9. Course description

The findings of the analysis reveal that each of these indicators is weak and lacking in textual coherence. The study programme, faculty and university levels have formed a number of workshop activities involving development teams, but the outcomes have been inadequate. Attendees at workshops and Delphi sessions have expected problem-solving experts from outside UIN Said, but the results have not been noteworthy. The procedure that has been followed has been more of a prerequisite for fulfilling policy administration in the policy framework. Accountability and quality control do not seem to be policy goals, however.

The policy's implementation remains stagnant. Upon completing the curriculum document with the involvement of the University Quality Assurance

Institute, the study programme team in each faculty conducted follow-up actions to compile the curriculum and syllabus documents. The results are there, but the substance and significance remains insufficient. The follow-up for the final assignment guidelines, for example, reflects a lack of commendable quality. Undergraduate students can produce a thesis or other final assignment in the format of reports, journal articles, or various artistic/cultural products when completing their final assignments, but the established guidelines for executing these final assignments, with the exception of theses, remain unreasonable with there being insufficient preparedness for their composition. The administrators are currently considering suitable examination methods, guidance and journals for the final assignment, but there is a lack of information and unprofessionally compiled writing guidelines for the final assignment.

Other policies also raise serious doubts. Permendeikbud 53 of 2023 states that a curriculum must be designed to be completed in seven semesters of an eight-semester time allotment. Students must pay tuition fees again in semester eight, so those who graduate in semester seven are not permitted to graduate under this implementation. Due to the unclear accountability for student tuition payments in semester eight, this policy raises concerns. A review of the literature (Spady, 1994, 1996; Oliver, 1998; Mendikbud 2020) for the application of OBE in a study programme reveals that OBE demands high standards for implementing learning in the classroom. The curriculum needs to include the standards that are apparent in the SKLs and CPLs through the development of learning outcomes. The fact that the SKLs and CPLs are merely represented on paper and do not align with the core values of LURIK, the glocalisation of the university's vision and mission, and the quality assurance standards outlined in Permendikbud 53 of 2023 is evidence of this.

The connection between the updated UIN Said curriculum and the university's OBE curriculum, PP 53 of 2023, presents three major opportunities for development. To begin with, while the OBE curriculum does make reference to the KKNI, the curriculum still follows the same format as the KTSP. Additionally, it

follows the Independent Curriculum. The CEFR and the international curriculum are the cornerstones of the Independent Curriculum, which is in turn based on the Ministry's school regulations. It is necessary to accommodate the KKNi, Kumer, and the CEFR's descriptors individually, however. Thirdly, there is no apparent connection between the OBE curriculum for ELT at UIN Said and the structure of the courses or CPLs. Competencies for English language instructors, research assistants, and entrepreneurs in the field of English language education are laid out in this curriculum, but there is unfortunately insufficient structure in place for competency-forming courses to support the CPLs.

CHAPTER III

RESEARCH METHODS

3.1. Study Design

The research design represents a comprehensive approach for addressing the research questions of a project. It typically describes the theories and models that underlie a project, the research methods, a strategy for gathering relevant data, and an analysis approach to yield answers from the data (Cresswell, 1994). According to Botes (1998), the decisions made during the research design phase pertain to the research strategy (i.e. the overall approach), the target population, sampling methods, methods to ensure validity and reliability, and data-collection and -analysis methods.

This study applied a qualitative research methodology based on phenomenology and case studies (Morse, 2000) to ultimately analyse the data (Cresswell, 2014). This study set out to examine how the English Language Teaching (ELT) curriculum at UIN Said made use of CEFR and OBE, with a particular focus on OBE and its function within the ELT course content. Yin (2014) stated that a case study is an all-encompassing research method that deals with situations where there are more relevant variables than data points, such that its validity “depends on multiple sources of evidence, requiring data to be triangulated”, together with “benefits from previous research.” Since this study’s data derives from the curriculum developers’ shared experiences, it also makes use of a phenomenological design (Morse, 2000). Most recent research has analysed such data through qualitative research methods, such as argumentation, narration, and word analysis. Content and theme analysis (Braun & Clarke, 2006; Zhang & Wildemuth, 2006; Mayring, 2000) were the methods adopted for this study.

3.2. Participants

There are two types of people who form part of this study, namely people in the sample who participated in the research process and the authors of the literature cited in the literature review.

3.2.1. Target Population

The target population for this study comprises lecturers and policymakers at the university and experts in OBE- and CEFR-based curricula. The target population includes:

- lecturers involved in the OBE curriculum's design;
- a purposive literature population sample to establish the basis for formulating an OBE curriculum;
- stakeholders in curriculum design policy, such as faculty and university administrators and a university quality control officer; and
- experts in OBE- and CEFR-based curricula.

People who take part in a study are called its participants (Morse, 2000; Gentles, 2015), and a purposive sampling method (Morse, 2000) was used to pick these participants. The number of people participating in a case study can be between 1 and 10 (Gentles, 2015) or between 10 and 30 (Morse, 2000). Some 24 people took part in this study, with theoretical sampling being used to decide the final number of participants in order to collect sufficient data (Morse & Field, 1995). When it comes to qualitative research, adequate and relevant data are more important than quantity (Morse & Field, 1995). There must be a balance, however, because a small number of participants makes it challenging to collect enough data, while a large number of participants makes it problematic to perform an in-depth analysis (Barkhuizen, 2014). This study's participants are summarised in Table 3.1.

Table 3.1. The study's participants

No	Role	F
1	Curriculum experts	3
2	University policymakers	5
3	Faculty policymakers	5
4	Heads of study programmes	3
5	Head of the ELT programme	1
6	Head of the Quality Assurance Programme	1
7	Lecturers	6
Total		24

3.2.2. Target Literature for the Study

Literary sources for OBE and CEFR that could give basic ideas about the curriculum and provide insights made up the target literature for this study. While the primary data for this study derived from interviews with the participants (Yin, 2014), secondary data came from various documents, such as OBE curriculum documents, ELT syllabi, and curriculum textbooks, as well as from the ELT instructors' lesson plans, handouts, and textbooks. In line with Barkhuizen (2014), all of the referenced materials were employed in the English Language Teaching programme at UIN Said. This literature is presented in Table 3.2.

Table 3.2. The literature sources for the study

Subject	Literature sources
1. Outcome-based education	Killen (1999); Belkum (2001); Malan (1997); Oliver (1998); UIN Raden Mas Said (2024) Spady (1996a; 1996b; 1996c; 1996d)
2. Curriculum development	Coffin & Morin (1998); UIN Raden Mas Said (2024) Wighin & Thige (2994); Nadler (1988); Glasgow (1997); Belkum (2001)
3. CEFR	Byram & Parmenter (2012). Council of Europe (1992; 2001; 2009; 2018) Huang et. al. (2018) Phoolaikao & Sukying (2021)

3.3. Research Instruments

The primary instruments used in this research were an interview guide, a self-reported questionnaire, and a curriculum-evaluation checklist (Yin, 2014; Cresswell, 2018; Bekum, 2001), because the data were to be gathered through documents and interviews. The protocol for document analysis included a checklist, because the ELT course materials featured OBE. Boddy (2016) posited that a semi-structured interview is often appropriate due to its practicality, because you can easily create a guide but adjust the questions according to the interviewees' responses.

3.3.1. Interview Guide

Hungler and Polit (1997) define an interview guide as a list of the key topics that a researcher wants to cover during an interview together with some key questions for each topic. These help to know in advance what questions to ask (Brink, 1996; Polit & Hungler, 1997) and organise and structure the interview process accordingly. An interview guide's content may change according to the people being interviewed and the preferred interview technique, as well as any particular organisational requirements. The sections of an interview guide should cover the invitation to the interview, preparation of the interview environment, the greeting of interviewees, the questions to be asked, questions that the interviewee may ask, the interview's conclusion, and the scoring of candidates where relevant (Singleton & Straights, 2010).

The interview guide for this research concentrated on the following topics: the planning process for the OBE curriculum, the implementation of this curriculum, and the integration of OBE and the CEFR throughout the courses to define the learning profile. The questions in the interview guide covered the overall framework of the curriculum, the particular elements of OBE integrated within the curriculum, and components of the CEFR. The interview guide delved into the vision, mission, and criteria for assessing learning profiles, institutional learning outcomes, programme learning outcomes, course learning outcomes, and instructional learning outcomes. Before being deployed, the interview guide was assessed by experts for validity and reliability (See Appendix 1).

3.3.2. Self-Reported Questionnaire

Questionnaires are frequently employed to assess beliefs, attitudes, feelings, and opinions by asking participants to respond to direct questions about themselves (Singleton & Straights, 2010). Self-reporting is frequently employed as a means for doing this in observational studies and experiments due to convenience.

Indeed, a self-reported instrument is the simplest and most effective way to ask people straightforward questions about their beliefs, thoughts, and knowledge (Bekum 2001; Polit & Hungler, 1997; Brink, 1996). Various methods, each with their own level of structure in the data, can employ this strategy, such

as questionnaires, scales, and interviews. The Delphi method was used to validate the OBE standard from the self-reported questionnaire responses (Bekum, 2001). This method of data collection is simple, fast and efficient, and it offers a framework for testing reliability and validity. Moreover, while the presence of an interviewer can introduce bias, self-reporting allows respondents to remain anonymous, so they can express honest opinions (Bekum, 2001).

Participants therefore self-report their opinions in response to the questions presented in a document, which must be meticulously crafted according to the desired research outcomes. It must also provide the most comprehensive and precise data that is feasible within the study's time and resource constraints (Polit & Hungler, 1997). Semi-structured, open-ended, self-reported questionnaires provide flexibility for information collection because the research participants can more freely express their opinions, and they are typically conventional and discursive in nature (Polit & Hungler, 1997).

This study also used a self-reported checklist to gather expert opinions and recommendations on reviewing three documents, namely the ELT syllabus that features OBE and the CEFR in its instruction, UIN Said's OBE revision development guide, and the results of the researcher's ELT curriculum analysis, which covered OBE and the CEFR in the reformed curriculum at UIN Said (See Appendix 2).

3.3.3. Checklist for OBE Curriculum Evaluation

A checklist is a list of tasks that must be completed, information that must be obtained, or items that must be gathered in order to avoid missing out anything important. In order to conduct document analysis effectively, it can be useful to pose questions that help determine a document's context and the extent to which it can be used to support the research. When evaluating information to gather critical details, researchers frequently inquire about the who, what, when, where, and why of it. In order to substantiate their assertions, researchers often refer to established sources when collecting ideas and evidence. This enables researchers to assess the quality and purpose of

documents in order to ascertain whether the information within them will benefit their research.

Thus, a checklist is a way of organising a specific task into its component parts in order to ensure its completion. A travel itinerary is a form of checklist, for example. When it comes to managing various processes, a checklist can be a lifesaver, because it verifies the progress made while monitoring critical activities. In order to assess the OBE curriculum, this research applied a checklist with five relevant indicators for the components of effective OBE, namely preparation, implementation, results, language instruction resources, and CEFR content (See Appendix 3).

3.4. Data Collection

The subsequent procedures were employed to collect the data for this study. Document analysis was initially undertaken to provide a profile of ELT syllabi and examine how OBE was implemented within the ELT syllabi, teaching strategies, and learning materials. The document that specified the ELT curriculum stated its vision, mission, and objectives. The researcher conducted an exhaustive examination of each document independently, with the results of this determining the basis for the interviews (Boddy, 2016). Interviews with the 12 participants were subsequently scheduled by the researcher. The lecturers were interviewed first, followed by the heads of study programmes and faculty members. In order to confirm the findings, the researcher also conducted an interview with the university's director of quality assurance (Mayring, 2000). Each interview lasted between 20 and 30 minutes and was transcribed verbatim.

Research methods, whether qualitative or quantitative, are limited to a handful of tools that are at the disposal of the researcher (Neuman, 2000). Quantitative data-collection methods focus on gathering numerical information, whereas qualitative data-collection methods gather information in the form of words or images. More specifically, qualitative research, according to Denzin and Lincoln (1998), focuses on ideas and concepts that have not yet been quantitatively or empirically tested. In contrast, quantitative methods place an emphasis on measuring and analysing relationships.

For this study, qualitative methods were used to collect and organise data into conceptual categories and themes, which is known as emic and etic qualitative coding (Bekum, 2001). Cresswell (1998) stated that the emic perspective includes “the view of the actors in the groups”, while the etic perspective includes “the researcher’s interpretation of views”. Neuman (2000) posited that in qualitative research, coding data means that is used in a different way in that the researcher sorts the raw data into conceptual groups and then comes up with themes or ideas that can be used to look at the data. Qualitative coding is an important part of data analysis rather than simple office work, and the research questions guide how it is performed.

The data collection was performed according to the following research steps (Bekum, 2001):

Step one:

- Consult university officers, lecturers, and the literature to identify topics included in the curriculum documents. An emic perspective within the qualitative orientation was used here.
- Research the literature relevant to identify the topics being studied. An etic perspective within the qualitative orientation was used throughout this literature research.

Step two:

- Based on the literature, define the outcome, structure, and process. An etic approach was used here.

Step three:

- Identify and select experts according to their field of specialisation through an etic approach.
- Implement a semi-structured, self-reported questionnaire suitable for applying the Delphi techniques to validate provisional standards.

Step four:

- Gather the experts’ opinions and recommendations for the provisional standards as to whether they constitute a process for defining proper learning outcomes and curriculum structure. An emic perspective within a qualitative orientation of the experts was used here.

- Analyse the written descriptions of the experts' opinions from the self-report questionnaire on the provisional standard. Emic and etic approaches were incorporated to reflect upon the "interpretations" of the experts' opinions and recommendations.

Step five:

- Triangulate (i.e. compare) data to enhance the trustworthiness of the gathered data. An etic approach was used here.

Step six:

- Communicate the validated standard. An etic perspective was adopted here.

Step seven:

- Operationalise and access standards in practice. Both emic and etic perspectives were adopted here.

3.5. The Trustworthiness of Data

The trustworthiness of data reflects an evaluation of its validity and reliability (Cresswell, 2013). In order to guarantee the reliability of qualitative research, Lincoln and Guba (1985) established stringent criteria, including credibility, dependability, confirmability, and transferability. Dependability relates to the dependability of data, while credibility pertains to its internal validity. Confirmability, meanwhile, relates to external validity or impartiality, while transferability is its external reliability. Theory triangulation and method triangulation were implemented in this investigation to evaluate the credibility of the data and establish internal validity (Stake, 2006; Lincoln & Guba, 1985). To guarantee external validity, peer debriefing was applied. Moreover, the internal reliability was evaluated by comparing with other comparable research and conversing with other researchers (Braun & Clarke, 2006; Mayring, 2000). See Table 3.3 for more details.

Table 3.3. Data trustworthiness, as adapted from Bekum (2001)

Kinds of trustworthiness	Actions to take
1. Credibility	Credibility is based on the discovery of the human experience as it is experienced and observed by the informant.
2. Transferability	Transferability describes the extent to which the findings could be implemented in different contexts and set-ups with other groups.
3. Dependability	Dependability means that the collected data/information and the derived findings remain valid regardless of how often the same data is collected and how it is collected.
4. Confirmability	Confirmability refers to the absence of prejudice and bias in the research procedure and the subsequent research results.

3.6. Data Analysis

The research design of this study incorporated the phenomenology and case study methodologies (Marrying, 2000; Zhang & Wildemuth, 2006). To examine the categories and themes present in the interview transcripts, thematic and content analysis were applied. The five stages of thematic analysis are becoming acquainted with the data, creating the initial codes, identifying themes, evaluating these themes, and finally, establishing and labelling these themes (Corbin & Strauss, 2008). In addition, the steps of content analysis (Zhang & Wildemuth, 2006; Marrying, 2000) are converting the numerical and textual data into narrative data, choosing the final coded data, applying a coding system to the themes identified according to the research questions, and adapting the coding themes if they are found to be unsuitable. The first research question about the role that OBE plays in the creation of ELT curricula was answered by reviewing the interview transcripts and other relevant documents. The second research question, which describes the percentage of courses that make up the entire ELT curriculum, was answered by examining the OBE characteristics in ELT curricula. Based on the interview responses and documentary data, we addressed the third research question about the implementation of OBE in ELT curricula.

3.6.1. Theoretical Sampling

In qualitative research, theoretical sampling is a purposeful and iterative technique. It entails selecting participants, cases, or contexts that have the potential to enhance and refine theoretical concepts. Theoretical sampling is therefore a data-collection process that is used to generate theory. The researcher collects, codes, and analyses data and then determines what data to collect next and where it can be found in order to develop a theory as it emerges (Bekum, 2001).

3.6.2. Reasoning Strategies

The most fundamental reasoning methods, namely deduction and induction, form the basis of research strategies. According to Cresswell (1994), inductive reasoning is the main tool used by researchers working within a qualitative framework. This mental process entails gradually forming overarching principles from specific examples or observations of the environment. The intervention used in an inductive study therefore develops based on the information gathered from the people involved in the intervention (see Table 3.4).

Table 3.4. Reasoning strategies for data analysis

Strategy	Aim	Target
1. Analysis	To clarify and refine concepts and statements	Concept and statement analysis
2. Deduction	Deductive reasoning begins with the acceptance of a general principle of belief. This is followed by applying this principle to explain a specific case or phenomenon. The process should verify what was already accepted as true when the general principle of belief was originally formulated.	
3. Induction	Inductive reasoning involves a process in which general rules evolve or develop from scrutinising numerous examples of individual cases or observations of a phenomenon.	

4. Synthesis	To combine isolated pieces of information to construct a new concept or statement	The use of concept and statement synthesis
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The reasoning strategies that were employed in this study were analysis, deduction, induction and synthesis:

- Analysis is especially useful for clarifying and refining concepts and statements (Walker & Avant, 1988). The analysis strategies used in this research included concept and statement analysis.
- Deductive reasoning begins by accepting a general principle of belief. This principle is then used to explain a specific case or phenomenon. This process should verify what was already accepted as true when the general principle of belief was originally formulated (Cresswell, 1994).
- Inductive reasoning involves a process in which general rules evolve or develop from scrutinising numerous examples of individual cases or observations of a phenomenon (Cresswell, 1994).
- Synthesis involves combining isolated pieces of information to construct a new concept or statement. Concept and statement synthesis strategies were used in this research.

3.6.3. Data-Analysis Steps

Data analysis was performed for the gathered data through the following five strategies:

- a purposeful literature review;
- semi-structured interviews;
- the Delphi technique;
- a semi-structured, self-reported questionnaire;
- a written description of the experts' opinions; and
- triangulation.

3.6.3.1. The Purposeful Literature Review

The researcher followed the following processes when conducting the literature review:

- identified concepts/topics relevant to an OBE- and CEFR-based curriculum;
- identified and analysed legislation, research reports, curriculum documents, articles, and books relevant to the research;
- analysed and interpreted the above information to illuminate the area of research and identify criteria to establish the outcome; and
- used open coding to gain an etic perspective within a qualitative orientation during the literature review.

3.6.3.2. The Delphi Technique

According to Spencer (1995), the Delphi technique fosters a communication environment that is amenable to reasoned and impartial thought rather than simply aiming to produce the “right” answers. It asks experts to comment individually on a query, issue, or collection of facts. The methodology comprises two rounds: The first sets the parameters for the responses being sought, and the second seeks to find the best answer. The number of repetitions depends upon how quickly the experts can come to an agreement.

3.6.3.3. The Semi-Structured, Self-reported Questionnaire

The results of the self-reported questionnaire were recorded and examined, paying special attention to the strengths and weaknesses of the records. Three documents were examined here: i) the OBE curriculum document, which includes the CEFR; ii) the guide to curriculum reform, which serves as a roadmap for curriculum development; and iii) the results of the researcher’s analysis, which encompassed a thorough examination. The participants were asked to write their opinions in response to the questions within this self-reported instrument. The document needed to be well organized with a view to how the research should ultimately turn out. Subject to the available time and resources, it should offer the fullest and most accurate picture possible (Polit & Hungler, 1997). The research participants were able to freely express their opinions through the use of semi-structured, open-ended, self-reported questions, which are characterised by their discursive nature (Polit & Hungler, 1997).

2.6.3.4. Triangulation

Triangulation is a navigational concept that involves viewing an object from two separate locations to make locating it more accurate (Richardson, 1998:194). According to Cormack (1996: 336), there are two ways to ensure that a research process is valid through triangulation. First, you can use a technique called “triangulation” to compare different points of view, because a researcher can have more faith in an analysis’s accuracy if other researchers agree. Second, we can use the same subjects to gather data in multiple ways, so the results are more likely to be valid.

According to Richardson (1996), the accuracy of an answer increases when the question is supported by multiple sources of validation. According to Thomson and Jolley (1997), a research design is strengthened through triangulation. In this study, the researcher employed triangulation for both the methods and data. For data triangulation, the questionnaire survey, expert opinions (written descriptions), and the literature were all analysed by the researcher. To take an etic perspective within a qualitative orientation, selective coding was applied.

3.6.3.5. Analysis and Interpretation of the Semi-Structured Data

When using a semi-structured self-reported questionnaire and triangulation to examine written documents from experts, the level of trustworthiness can be determined through four questions: i) How true is the information? ii) How useful is it? iii) How consistent is it? iv) How neutral is it. This data’s trustworthiness was judged according to four criteria (Lincoln & Guba, 1985; Krefting, 1991) listed in Table 3.5.

Table 3.5. The data's trustworthiness

No	Trustworthiness Criteria	Assessment Criteria	Actions taken
1	Credibility: truthfulness (internal validity)	Prolonged engagement	-Eight months working on research steps one and two -Experts in curricula
		Triangulation	-Literature research -Written descriptions of expert opinions -Data analysis of all steps of curriculum evaluation
		Peer debriefing	Panel of experts for assessing research strategy
		Member checking	Literature consultation for OBE and the CEFR in ELT
2	Transferability: applicability	Rich description to provide sufficient descriptive data	A thorough description of the overall steps of analysis
3	Dependability: consistency (reliability)	Rich description	A thorough description of the overall steps
		Triangulation	-Literature research for target literature -Written descriptions of expert opinions -Data analysis of all steps
		Peer examination	Panel of experts
4	Confirmability: neutrality (objectivity)	Confirmability audit	Researcher implemented an audit of the trustworthiness of the research strategy
		Triangulation	Described through credibility and dependability

Adapted from Belkum (2001): A Process of Quality Improvement for Outcome-Based Critical Care Nursing Education.

3.7. Research Ethics

Research ethics establish criteria for the behaviour of scientists engaged in research. Adhering to ethical principles is crucial to safeguard the dignity, rights, and welfare of research participants (Corbin & Strauss, 2008). The principles of research ethics encompass:

- 1) responsible behaviour;
- 2) informed consent;
- 3) honesty;
- 4) regard for individuals;
- 5) confidentiality; and
- 6) reduction of risks.

This study adhered to research ethics by obtaining permission from the university administrators, providing participants with clear and comprehensive information about the purpose of the research, and conducting a thorough review of relevant documents. The researcher conducted this research with the utmost integrity, ensured strict confidentiality for participant information, and maintained the security of data, data analysis, and research publications (Braun & Clarke, 2006; Marrying, 2000). See Table 3.6.

Table 3.6. Research Ethics Description

No	Ethic	Description
1	Honesty	Be honest in all scientific communications, such as report data, results, methods and procedures, and publications. Do not fabricate, falsify, or misrepresent data or deceive colleagues, research sponsors, and the public.
2	Objectivity	Avoid any bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, expert testimony, and other aspects of research. Avoid or minimise bias or self-deception. Disclose any personal or financial interests that may affect the research.
3	Integrity	Keep promises and agreements, act with sincerity, and strive for consistency of thought and action.
4	Carefulness	Avoid careless errors and negligence and carefully and critically examine your own work and that of your peers. Keep good records of research activities, such as data collection, research design, and correspondence with agencies or journals.
5	Openness	Share data, results, ideas, tools, and resources. Be open to criticism and new ideas.
6	Transparency	Disclose the methods, materials, assumptions, analyses, and other information needed to evaluate your research.
7	Accountability	Take responsibility for your part in the research and be

		prepared to give an account (i.e. an explanation or justification) of what you did on the research project and why.
8	Intellectual property	Honour any patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give proper acknowledgement or credit for all contributions to the research. Never plagiarise.
9	Confidentiality	Protect confidential communications, such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records.
10	Responsible publication	Publish in order to advance research and scholarship, not to just advance your own career. Avoid wasteful and duplicative publications.
11	Responsible mentoring	Help to educate, mentor, and advise students. Promote their welfare and allow them to make their own decisions.
12	Respect for colleagues	Respect your colleagues and treat them fairly.
13	Social responsibility	Strive to promote social good and prevent or mitigate social harm through research, public education, and advocacy.
14	Non-discrimination	Avoid discrimination against colleagues or students on the basis of sex, race, ethnicity, or other factors not related to scientific competence and integrity.
15	Competence	Maintain and improve your own professional competence and expertise through lifelong education and learning; take steps to promote competence in science as a whole,
16	Legality	Know and obey relevant laws and institutional and governmental policies. Show proper respect and care for animals when using them in research. Do not conduct unnecessary or poorly designed animal experiments.
17	Human subject protection	For human subjects, minimise harms and risks and maximise benefits; respect human dignity, privacy, and autonomy; take special precautions with vulnerable populations; and strive to distribute the benefits and burdens of research fairly.

CHAPTER IV

FINDINGS, DISCUSSION, AND IMPLICATIONS

This chapter is organised around the three major research questions, which are presented in numerical order with appropriate descriptions. This study's main focus was to determine how OBE and CEFR values are included in the ELT curriculum of UIN Said. Thus, the three research questions addressed in this study are:

RQ 1: How is OBE represented in the current ELT programme at UIN Said?

RQ 2: How are OBE and the CEFR characterised in the learning profile and course distribution of the ELT syllabi at UIN Said?

RQ 3: How are OBE and the CEFR reflected in the ELT syllabi at UIN Said?

Data were collected through interviews, the Delphi method, and document analysis. Some 24 participants were involved in gathering the data about the process of curriculum development at UIN Said.

4.1. Findings

4.1.1. Research Question 1: How is OBE represented in the current ELT programme at UIN Said?

4.1.1.1. Curriculum documents

Experts conducted an evaluation of the PBI study programme curriculum document through the Delphi method. They assessed 18 indicators, as shown in Table 4.1.

Table 4.1. Document evaluation results

No	Descriptor	E	G	F	L	VL
1	Vision of the university		X			
2	Mission of the university		X			
3	Vision of the English study programme		X			
4	Mission of the English study programme			X		
5	English teacher's main profile in primary and secondary schools				X	
6	Additional profile of research assistant				X	
7	Additional profile of entrepreneur				X	
8	Courses that contribute to the main profile of school teachers				X	
9	Additional profile-forming courses for research assistants				X	
10	Additional courses for forming an entrepreneur profile				X	
11	Institutional learning outcomes			X		
12	Programme learning outcomes			X		
13	Course learning outcomes				X	
14	Instructional learning outcomes				X	
15	Student learning outcomes					X
16	Teaching materials according to competency-forming subject groups				X	
17	Teaching methodology			X		
18	Assessment			X		

The assessment in Table 4.1 reflects results in the good, moderate, and poor range. The university's vision and mission, according to the experts, have several shortcomings in practice, with the expert opinions only positioning them as good in the university documents. The formulation of the study programme curriculum document was rated at the moderate and poor levels, suggesting that the university's aims were not translated properly and correctly at the faculty and study programme levels.

4.1.1.2. Vision and Mission of the University

The university's vision is stated as follows:

Box 4.1. The vision of UIN Said

The vision of UIN Raden Mas Said Surakarta is: "To become an excellent and innovative Islamic university in order to realise a civilised and advanced Indonesian society in 2034."

According to the experts and interview results, the university's vision in box 4.1. has not yet been reflected in the core values being used as guidelines to achieve this vision. Expert 3 argues:

(1) The university's core values, especially glocalisation, have not been included in the vision. The mission is still described in general. Islamic values, quality of education, and global characteristics are not apparent in the formulation of this vision.

The vision and mission do not detail the university's core values, and the main characteristics of an Islamic university that can succeed in 2034 have not been elaborated upon. Glocalisation, which is used as the university's slogan, also does not feature in the description of the vision and mission. The four missions of UIN Said are shown in Box 4.2.

Box 4.2. Mission of UIN Said

UIN Said's mission involves:

1. Organising the education and teaching of Islamic science, science, technology, and art in a way that is environmentally aware and uses local wisdom to create a civilised and advanced Indonesian society;
2. Developing scientific traditions through transdisciplinary research and scientific publications to strengthen innovation in science and technology;
3. Increasing the university's contribution to empowering community welfare; and
4. Increasing national and international cooperation in the fields of education, teaching, research, scientific publications, and community service to create a peaceful and dignified world order.

The assessment was performed through a checklist of UIN Said's OBE curriculum document, expert opinions, and interview results, and this yielded almost the same assessment. Expert 1 explained:

(2) The mission of this university was created by citing existing regulations as they are. There is no adaptation or modification. Well, we understand, because this pattern has commonly been carried out by various universities in line with the minister's guidelines, so that a formulation of the university's mission like this is acceptable.

4.1.1.3. Vision and Mission of the Study Programme

The vision of the PBI Study Programme adopts the university's vision without any significant modifications. The text of the PBI Study Programme's vision is shown in Box 4.3.

Box 4.3. Vision of the PBI Study Programme at UIN Said

The vision of the study programme is:
To become a leading study programme in Southeast Asia in English language education studies based on Islamic values, the development of science, technology, and the needs of society in 2034.

Box 4.3. for the vision of the PBI Study Programme shows that it should be a superior programme in Southeast Asia for English language education, but its actual profile does not feature, although it says it should be based on Islamic values, technological developments, and community needs. The mission is described in Box 4.4.

Box 4.4. Mission of the PBI Study Programme at UIN Said

The Mission of the English Education Study Programme at UIN Said is to:

1. Organise English education services that uphold Islamic values in a high quality manner in accordance with the development of science and technology and the needs of society;

2. Conduct research to develop English language education through technological developments;
3. Organise community service activities based on research into the development of English language education through the use of technological developments; and
4. Organise and expand cooperation with various parties related to English language education for the development of study programmes.

A more in-depth study of the study programme's mission statement shows almost the same thing as before. The expert's opinions show that firstly, the vision and mission merely replicate the rules above them, and secondly, there is no additional vision in terms of special modifications or innovations that will improve the study programme's marketable value over the next ten years. Indeed, the study programme's vision only changes the text to include the field of English language education studies.

4.1.1.4. Graduate Profile

The graduate profile reflects the role that can be performed by graduates in a particular field of expertise on completing their studies. The graduate profile is a result of the programme educational objectives (PEO) together with the graduate learning outcomes (GLO) or student outcomes. The graduate profile reflects a role that can be performed by graduates in a particular field rather than a specific workplace, and it must be specifically related to science.

Expert studies, interview results, and documentary evaluations show that the study programme curriculum documents and their elements have fundamental weaknesses. Graduate profiles are grouped into three parts, namely core competencies as primary and secondary school teachers, research assistants, and English language education entrepreneurs.

The original text of the main graduate profile of UIN Said for the English Study Programme is shown in Box 4.5.

Box 4.5. Primary and secondary graduate profiles of the PBI at UIN Said

The primary and secondary (i.e. optional) graduate profiles of the English Language Education Study Programme at FAB UIN Raden Mas Said, Surakarta are as prospective English language educators in elementary, early childhood, and secondary education; as research assistants; or as English language education entrepreneurs who have in-depth and up-to-date knowledge of their fields. They should have good personalities and be capable of carrying out tasks responsibly based on Islamic teachings and ethics and their knowledge and expertise.

The graduate profile text shown in Box 4.5. expresses that at the end of their studies, graduates of the UIN Said English Study Programme will have the competencies to fill one of the following roles:

1. An English teacher at Indonesian elementary, junior high, and high schools;
2. A research assistant in the field of English language education; or
3. An entrepreneur in English language education.

Based on examining the curriculum document, the expert opinions noted several things: First, the explanation does not elaborate on each profile briefly and concisely in the form of appropriate outcomes. Details of the graduate profile in terms of achieving competency as a teacher, mastering English, gaining linguistic knowledge, and learning the components that form pedagogical competency are not thoroughly explained. Second, for the role of research assistant in the field of English language education, the required competencies are not indicated. Likewise, for the role of an English language education entrepreneur, there is no indication of what the required achievements are. Third, the description of the profile competencies must also be supported by providing sufficient courses to develop these competencies.

To make things clearer, let us look at the original text of the graduate profile, which states the main profile of teacher and additional profiles of a research assistant and English language education entrepreneur. See Boxes 4.6 to 4.8.

Box 4.6. Main teaching profile of graduates of UIN Said's Study Programme

Main profile: School Teacher

Prospective English educators in primary school and secondary school, namely a Bachelor of education with work ability, knowledge mastery, managerial ability, and responsibility as a prospective educator in the field of English language in primary and secondary education with a good personality, broad up-to-date knowledge in their field, and the ability to carry out tasks responsibly based on Islamic teachings, ethics, and science and expertise.

Box 4.7. Additional profile of research assistant

Additional Profile 1: English Language Education Research Assistant

This graduate profile describes a Bachelor of Education with work skills, knowledge mastery, managerial skills, and responsibility as a good-natured person to work as a knowledgeable research assistant with up-to-date English Language Education knowledge in their field and the ability to carry out relevant tasks responsibly based on Islamic teachings, ethics, and science and expertise.

Box 4.8. Additional profile entrepreneur in education

Additional profile 2: English Education Entrepreneur

This graduate profile describes a Bachelor of Education with the work skills, knowledge mastery, managerial skills, and responsibility to serve as an entrepreneur in the field of English Education with a good personality, up-to-date knowledgeable in their field, and the ability to carry out tasks responsibly based on Islamic teachings, ethics, science, and expertise.

The additional profiles as research assistants and educational entrepreneurs in the graduate profile text largely replicate the main profile, so there

is nothing unique that suggests the existence of competency-forming courses that align with each profile.

The graduate profile is then supported by the courses taught to develop competencies. The undergraduate programme's courses total 144 credits as a minimum requirement over a study period of seven or eight semesters, as detailed in Table 4.2.

Table 4.2. Structure of the courses forming the graduate learning outcomes

No	Course group	Total credit	Percentage
1	Character-building and Islam	32	22.2
2	Basic knowledge of English	8	5.5
3	English skills	24	16.6
4	Linguistics	8	5.5
5	Literature	10	6.9
6	Applied linguistics	6	4.1
7	Teaching and learning in ELT	24	16.6
8	Curriculum and teaching materials	8	5.5
9	Research courses	8	5.5
10	Thesis/final project	6	4.1
11	Main: School teacher at SD, SMP, SMA		
	1. Additional 1: Research** assistant	10	6.9**
	2. Additional 2: entrepreneur in education***	10	6.9
		144	100%

Table 4.2 reveals the following about the structure of the OBE of ELT curriculum of UIN Said:

1. The total number of courses in the programme is 144 credits over seven or eight semesters.
2. The courses are generally grouped into categories, such as character-building, basic language, linguistics and language knowledge, learning and teaching, and ELT research.

3. The graduate profile has three categories: English teachers in schools taking courses worth 144 credits, research assistants taking 10 credits of supporting courses, and entrepreneurs taking 10 credits of supporting courses.
4. At the end of the programme, the courses have no control and direction over the thesis or final assignment, and there is no connection with the courses on learning and teaching practices.
5. The proportion of courses in the competence-building groups is not balanced, with a distribution of around 4%, 5%, 6%, 16% and 22%, so some are insufficient to form a particular competency.

The structure of the courses can be summarised again into a general grouping of character-building, language skills, linguistics and literature, learning and teaching, and research and final assignment (See Table 4.3).

Table 4.3. General profile of the courses

No.	General group	Credits	%
1	Character-building	32	22.2
2	Language skills	32	22.2
3	Linguistics and literature	24	26.8
4	Teaching and learning	32	22.2
5	Research and final project	14	9.7
6	Additional competence research assistant	10*	6.9
7	Additional competence entrepreneur in education	10	1.9
		144	100

The proportion of courses for developing core competencies is fairly balanced, but when we look at the additional profiles, there is insufficient focus to form competencies adequately. Thus, the courses for the core competency groups look ideal on paper. For example, the basic English skills subject group should include vocabulary (4,000 general words, academic English, genre-based vocabulary, and plurilingualism), but it is not mentioned. The linguistic, applied linguistics, and literature subjects do not focus on specific competencies that will

support learning outcomes because they are described with unclear nomenclature. The learning and teaching subjects, which include curriculum and teaching material development, also do not strengthen each other. Interestingly, the proportion of research subjects comprise four types of research subjects and a final assignment in the form of a thesis or journal publication with 6 credits, which when added together only represent 9.7% of the total credits. This is not enough to ensure that adequate research competencies are developed.

Moreover, the main profile of an English teacher in school is hampered by an inadequate number of subjects for strengthening learning, teaching, and pedagogy. Subjects to develop elementary school (SD), junior high school (SMP) and senior high school (SMA) teachers are simply insufficient. If the material is linked to the need to adapt to OBE, the independent curriculum, and the CEFR, the content is not connected, and the curriculum is not planned in advance. For the additional graduate profiles, three aspects emerge: First, the additional profiles are not linked to the final assignment, so whatever additional competency a student chooses, the final assignment will have no effect. Second, students choosing the additional competency of a research assistant receive more research subjects than those who choose the entrepreneur competency. Third, the subjects that form the entrepreneur competency are not supported by previous subject learning. By being taught 10 credits (five subjects), it is claimed that students have competencies as English school teachers and entrepreneurs. Furthermore, the content of the subjects for entrepreneurs come from the study programme lecturers themselves, whose formal experience in the field of entrepreneurship may not be appropriate.

4.1.2. Research Question 2: How are OBE and the CEFR characterised in the course distribution of the ELT syllabi at UIN Said?

4.1.2.1. Course Distribution

The distribution of courses in the UIN Said ELT curriculum was analysed based on the distribution of competency-forming course groups and the distribution of courses each semester. The courses taken in a BA programme for seven or

eight semesters must total 144 credits. These courses develop the main graduate profile as a school English teacher and additional graduate profiles as a research assistant or educational entrepreneur. All the competency-forming courses, based on the ELT curriculum document, are divided into the following 12 course groups:

1. Character-building and Islam
2. Language basics
3. Language skills
4. Linguistics
5. Applied linguistics
6. Literature
7. Language learning and teaching
8. Curriculum and development of teaching materials
9. Research strengthening
10. Thesis/final assignment
11. Research assistant interests
12. Educational entrepreneur interests

More details about these course groups, including the types of courses and the number of credits, are presented in Table 4.4.

Table 4.4. Courses according to scientific group

No	Course group	Total credit	Percentage
1	Character-building and Islam	32	22.2%
	1. Pancasila	2	
	2. Citizenship	2	
	3. Indonesian	2	
	4. Philosophy of science	2	
	5. Islam and Javanese culture	2	
	6. Methodology of Islamic studies	2	
	7. Digital entrepreneurship	2	
	8. Digital literacy	2	
	9. Religious moderation	2	
	11. <i>Fiqh</i> science	2	
	12. History of Islamic civilisation	2	
	13. <i>Kalam</i> science	2	
	14. Morals and Sufism	2	

	15. <i>Ulumul Quran</i> 16. <i>Ulumul Hadith</i>	2 2	
2	Basic knowledge of English	8	5.5%
	1. Pronunciation practices 2. Basic English grammar 3. Intermediate English grammar 4. Advanced English grammar	2 2 2 2	
3	English skills	24	16.6%
3.1.	Listening	6	
	1. Literal and inferential listening 2. Critical and evaluative listening 3. Listening for academic purposes	2 2 2	
3.2.	Speaking	6	
	1. Speaking for informal interactions 2. Speaking for formal interactions 3. Speaking for academic purposes	2 2 2	
3.3.	Reading	6	
	1. Literal and inferential reading 2. Critical and evaluative reading 3. Reading for academic purposes	2 2 2	
3.4.	Writing	6	
	1. Composition and essay writing 2. Academic writing 3. Writing for academic purposes	2 2 2	
4	Linguistics	8	5.5%
	1. Introduction to educational linguistics	2	
	2. English phonology 3. English morphology and syntax 4. Semantics and pragmatics	2 2 2	
5	Applied linguistics	10	6.9%
	1. Translation and interpreting 2. Sociolinguistics and English language education 3. Discourse analysis and language teaching 4. Psycholinguistic and SLA 5. Multilingualism and multiculturalism	2 2 2 2 2	
6	Literature	6	4.1%
	1. Introduction to education literature 2. Poetry and drama in language teaching 3. Prose and language pedagogy	2 2 2	
7	Teaching and learning in ELT	24	16.6%
	1. Philosophy and introduction to education 2. Philosophy and introduction to the profession	2 2 2	

	3. Applied linguistics in language teaching 4. Theories of language and educational psychology 5. Material and media for teaching English to young learners 6. Language classroom management 7. Teacher professional development 8. TEFL approaches and practices 9. ICT in English-language teaching 10. Micro-teaching 11. PPL	2 2 2 2 2 2 2 2 4	
8	Curriculum and teaching materials	8	5.5%
	1. Curriculum and material development 2. English instructional design 3. Teaching materials and media for young learners 4. Language learning assessment	2 2 2 2	
9	Research courses	8	5,5%
	1. Quantitative research in ELT 2. Qualitative research in ELT 3. Research instrument design 4. Educational statistics	2 2 2 2	
10	Thesis/final project	6	4.1%
11	Research assistant interests	10	6.9%
	1. Reading for research purposes** 2. Writing for research purposes** 3. Research instrument development** 4. Research practices** 5. Writing for scientific publication**	2 2 2 2 2	
12	Entrepreneur education interests	10	
	1. Introduction to English-language education for business 2. English-language education for business management 3. English-language education for business design 4. English-language education for business marketing 5. English-language education for business practices	2 2 2 2 2	
		144	100%

4.1.2.2. Distribution of Courses by Semester

The distribution of courses in the English study programme at UIN Said is presented in Table 4.1. Based on this distribution, researchers noted six things in relation the expert opinions and documentary studies.

First, the sequence of courses is not carefully arranged, either hierarchically or procedurally. A hierarchy of courses should be ordered from easy to difficult, so difficult material is not taught before the easier material. Nevertheless, several courses with the same level of difficulty are being taught together at the same time. Teaching according to a certain procedure is thought to facilitate the mastery of material and accelerate the deepening of understanding. For example, grammar, vocabulary, reading, and writing are being taught at the same time.

Second, the distribution of courses in one semester does not pay enough attention to the order and hierarchy of material, both for related courses that form certain competencies and unrelated courses that form different competencies.

Third, the expert opinions confirm that the teaching courses, such as micro-teaching and a teaching internship, are being taught based on the old paradigm of developing lesson plans and teaching practices. Attention to curriculum theory—which emphasises the development of objectives, materials, teaching materials, and evaluations—is not being emphasised sufficiently. The new paradigm based on the *Merdeka Curriculum*, which adopts the CEFR in learning, is not treated as a primary concern. This new paradigm applies the genre-based approach in teaching and the curriculum cycle has four stages, namely building knowledge of the field (BKoF), the modelling of text (MoT), the joint construction of text (JCoT), and the independent construction of text (ICoT).

Fourth, the placement of teaching internship courses is inappropriate, because they take place simultaneously with other courses whose study load is 20 credits in semester five. This arrangement means students are unable to concentrate on the teaching internship. This internship should be one semester in duration, but it has been cut to two weeks, so the target achievements for teaching

practices and learning devices are not properly achieved. With a schedule that coincides with other courses, the lecture process is disrupted.

Fifth, the final assignment courses have not been carefully designed, causing students to be late in completing the assignment. The final assignment under the old paradigm required students to conduct research and write a thesis as a requirement for graduation. Under Ministerial Regulation No. 53 of 2023, the final thesis assignment can be substituted with the publication of journal articles, projects, or works of art. The distribution of courses shows that the final assignment process begins with supportive research courses that cover quantitative and qualitative research methods, statistics, journal article publication, and so on. Following this, students conduct proposal seminars, do research, and defend their thesis in an exam.

Sixth, the elective courses that are intended to develop additional competencies for research assistants and entrepreneurs are discriminatory: First, all students who choose an additional research assistant or entrepreneur competency must write a thesis as a requirement for graduation. Second, students who choose the research assistant competency do more research support courses, namely 8 credits of compulsory courses and 10 credits of elective courses, while students who choose the entrepreneurial competency only receive 8 credits of compulsory courses, despite them both having to write a thesis. Third, the thesis theme is unrelated to the additional competency chosen by the student. Thus, the additional interest courses are discriminatory, with them hindering some students at some stages while benefiting other students.

Table 4.5. Course distribution over the semesters

Semester I and Semester II

No	Course	Credit	Course	Credit
1	Knowledge of the Quran	2	1. Pancasila	2
2	Knowledge of the <i>Hadit</i>	2	2. Indonesian language	2
3	Philosophy of science	2	3. Intermediate English grammar	2
4	Civic education	2	4. Critical and evaluative listening	2
5	Theories of learning and educational psychology	2	5. Speaking for formal interaction	2

6	Basic English grammar	2	6. Critical and evaluative reading	2
7	Literal and inferential listening	2	7. Argumentative writing	2
8	Speaking for informal interaction	2	8. Pronunciation practices	2
9	Composition and essay writing	2	9. Philosophy and introduction to education	2
10	Literal and inferential reading	2	10. Introduction to educational linguistics	2
		20		20

Semester III and Semester IV

No	Course	Credit	Course	Credit
1	Digital literacy	2	1. Theology	2
2	Philosophy and introduction to the profession	2	2. Poetry, drama, and language pedagogy	2
3	Advanced English grammar	2	3. Prose and language pedagogy	2
4	Listening for academic purposes	2	4. Semantics and pragmatics	2
5	Speaking for academic purposes	2	5. English morphology and syntax	2
6	Reading for academic purposes	2	6. Language-learning assessment	2
7	Writing for academic purposes	2	7. Curriculum and material development	2
8	Introduction to educational literature	2	8. TEFL approaches and practices	2
9	Teacher professional development	2	9. Language classroom design	2
10	Teaching English for young learners	2	10. Research instrument design	2
11	English phonology	2	11. Quantitative research in ELT	2
12	English instructional design	2	12. Teaching materials and media for young learners	2
		24		24

Semester V and Semester VI

No	Course	Credit	Course	Credit
1	Islamic jurisprudence	2	1. ICT in English language teaching	2
2	Islam and Javanese culture	2	2. Translation and interpreting	2
3	History of Islamic civilization	2	3. Teaching practices	2
4	Ethics and Sufism	2	4. Plurilingualism and multilingualism	2
5	Digital entrepreneurship	2	5. Reading for research purposes**	2

6	Sociolinguistics and English-language education	2	6. Writing for research purposes**	2
7	Discourse analysis and language teaching	2	7. Research instrument** development	2
8	Psycholinguistics and SLA	2	8. Research practices**	2
9	Micro-teaching	2	9. Writing for scientific publication**	2
10	Methodology for studying Islam	2	10. Introduction to English-language education for business***	2
11	Qualitative research in ELT	2	11. English-language education for business management***	2
12	Educational statistics	2	12. English-language education for business design***	2
		24	13. English-language education for business marketing***	2
** choice for research assistant competency *** choice for educational entrepreneur competency			14. English-language education for business practices***	2
				18

Semester VII and Semester VIII

No	Course	Credit	Course	Credit
1	Field work outreach	4	1. Thesis/Final project	6
2	Thesis/Final project	6		
3	Religious moderation	2		
4		12		6

4.1.3. Research Question 3: How are OBE's and the CEFR's contents reflected in the ELT syllabi at UIN Said?

To establish how OBE and CEFR content is applied in the ELT syllabi at UIN Said, the study followed the graduate profiles, namely the main profile as an school English teacher and the additional profiles as a research assistant and entrepreneur. The distribution of courses by semester was analysed to determine the sequence of courses according to their fields and the structure of the course arrangement, both hierarchically and procedurally. What follows is the results of this analysis based on the curriculum documents and the expert opinions through the Delphi method. Thus, research question 3 will be answered through the following course themes and characteristics:

- Character-building courses;

- Language courses;
- Learning and teaching courses;
- Curriculum and teaching material development courses; and
- Research and final project courses.

4.1.3.1. Character-building courses

In general, the character-building and Islamic courses set by the programme are acceptable because they accord with the university's vision and mission. However, the experts recommended that the university's core value of having a global ambition with glocalisation needs to be included in the vision and mission and elaborated upon. In addition, the OBE and CEFR contents do not match with the updated curriculum standards. The content for each group of profile-forming courses does not have the necessary OBE elements, such as in terms of process, outcome, assessment, and the determination of learning outcomes.

4.1.3.2. Language courses

The language courses cover basic language, language skills, applied linguistics, and literature. The general characteristics of language courses are included in the curriculum as a requirement for fulfilling the curriculum structure. Nevertheless, the types of courses do not yet reflect an adequate use of OBE and the CEFR.

Basic language courses for vocabulary, grammar, and pronunciation have not been prepared sufficiently. For example, vocabulary is not specifically taught, with there being no vocabulary-development courses in various contexts, as is required by the independent curriculum, OBE, and the CEFR. Vocabulary development based on a general word List of 1,000 to 4,000 words is not taught, and academic vocabulary and genre-based vocabulary are also absent from the courses of the programme.

Grammar courses are taught for 6 credits at all undergraduate levels while pronunciation is taught for just 2 credits, so basic knowledge in the form of

grammar and pronunciation is only taught for a total of 8 credits over 8 semesters. Previously, prerequisite courses that taught vocabulary, grammar, pronunciation, listening, speaking, reading, and writing were not given.

Vocabulary is the most important aspect of learning English as a foreign language, “Regardless of how well the student learns grammar, or how successfully the sounds of L2 occur in any meaningful way” (McCarthy, 1997, p.140). Schmitt (2010, p.3) also stated that “Without grammar, very little can be expressed, and without vocabulary, nothing can be expressed”. This contrasts with the view of many English learners who think that grammar is the determining factor for being good at English. In addition, Good (1959, p.644) posited that vocabulary can be divided into four types: oral vocabulary, writing vocabulary, listening vocabulary, and reading vocabulary.

The linguistic aspect of the CEFR as adopted in the Merdeka Curriculum includes the theory of communicative learning and systemic functional linguistics (SFL), while the learning model in the classroom refers to the genre-based approach. Based on this approach, language learning relates more to text analysis and its social function, but such content is not offered in the OBE-based ELT curriculum at UIN Said.

When compared with the CEFR’s material, the basic language courses have serious gaps. The CEFR is based on learning communication skills at the international B2 level for a Bachelor’s degree, with plurilingualism serving as the basis for communication skills. The CEFR, as adopted by the Indonesian Government into the Merdeka Curriculum, also requires English to be taught at elementary school grades 1-2 (phase A), grades 3-4 (phase B), grades 5-6 (phase C), junior high school grades 7-9 (phase D), senior high school grade 10 (phase E), and senior high school grades 11-12 (phase F). Unfortunately, the analysis shows that UIN Said’s ELT curriculum has not captured the content to be taught at the undergraduate level through an English-education programme. Thus, the ELT curriculum at UIN Said lacks vertical flexibility at the lower levels and the courses are arranged poorly, both hierarchically and procedurally. The general language

course content for achieving a mastery of language science is accommodated through linguistics, applied linguistics, and literature. Indeed, the courses are structured without paying attention to their hierarchy and sequencing. Linguistic courses are described using non-detailed nomenclature with the same number of credits. As a result, the learning outcomes of a particular course are unclear, and if the same course were to be taught by different lecturers, the teaching materials and content would be different, leading to different learning outcomes.

Ultimately, the CEFR applies standards thresholds at a level equivalent to other standardised tests, such as TOEFL, IELTS, and so on. The material in the UIN Said's ELT curriculum does not translate to this test standard as a measure of its learning outcomes, so the assessment standards of the ELT curriculum cannot be regarded as good.

4.1.3.3. Teaching and Learning Courses

Like other courses, the group of competency-forming courses that cover learning, teaching, and curriculum and teaching material development, as well as research courses to support final assignments, are offered based on content rather than outcomes. The learning and teaching courses have the character of providing basic teaching and learning skills, but the content still refers to traditional theory. Project-based teaching methods and problem-based learning have been used, but the targeted outcomes are not in line with the learning outcomes stated in the syllabus. The curriculum and teaching material development courses, meanwhile, have not been directed at understanding the latest curriculum developments, such as OBE and efforts to incorporate the CEFR into teaching materials during the curriculum cycle. The syllabus and lesson plans are therefore not yet appropriate.

4.1.3.4. Research Courses and Thesis/Final Project

Research courses are mandatory for providing the basis to write a thesis or conduct a final project. These supporting courses teach more about research theory. Research practices refer to the creation of research titles, the writing of

research proposals, guidance and two defence exams, proposal seminars, and research results seminars, and these are needed for students to graduate. In addition, the policy for the final project has now expanded from writing a thesis to publishing a journal article or conducting a project, but the regulations have not been updated yet. The procedure for writing a journal article remains the same as for a thesis, and the students need to present the proposal and thesis before a panel.

4.2. Discussion

The primary purpose of this study was to explore the characteristics of the ELT curriculum at UIN Said in three areas: the profile of the curriculum, the distribution of courses involving OBE and the CEFR, and the inclusion of the CEFR through the lens of ELT. This section interprets and discusses the research results through the perspectives of the vision and mission and the course contents in the ELT curriculum.

4.2.1. Vision and Mission

This section interprets the formulation of the vision and mission at the university and study programme levels. The formulation of the vision and mission, according to Spady (1994), is achieved through four steps:

1. Identify your organisation's strengths.
2. Determine your organisation's purpose.
3. Visualize where your business will be in five to ten years.
4. Shape your statement.

The core values that will be elaborated upon in the faculty's vision and mission and learning outcomes have not yet been confirmed by the university's vision and mission. Institutions following the OBE model should consider three aspects when evaluating students' advancement, namely programme educational objectives, programme outcomes, and course outcomes. A concise statement of a

students' learning objective is given by the programme educational objectives. These comprehensive statements define the professional and career accomplishments that the programme will prepare graduates to achieve. Student outcomes, meanwhile, are statements that specify the knowledge or skills that students should possess upon completing an academic programme. Objectives are succinct, unambiguous statements that delineate the intended learning outcomes of the instruction. They are the specific skills, values, and attitudes that students should demonstrate in order to align with the overarching objectives.

According to Hoffinan (1996) and Manatt (1995), outcome-based education is a way of creating curricula with the purpose of achieving certain goals rather than promoting a particular curriculum. In addition, according to Spady (1988), in order for an outcome-based education programme to be successful, it needs a mission statement that everyone can get behind, a database of important information, goals for student learning that everyone can clearly see, and up-to-date indicators of how well the school is doing, so changes can be made that will help every student succeed. All of this lends credence to the work of Bekum (2001), who stated that the mission statement is paramount in OBE, because the programmes learning outcomes at the micro-level and the instructional learning outcomes at the meso-level depend upon it. According to Wright (1985), outcome-based education is a means for systematically reorganising schools in order to achieve certain goals. This method uses best practices in education that are informed by research and real-world experience to enhance every facet of a school that has anything to do with learning. However, the current curriculum policy does not seem to contribute significantly to improving the quality of ELT curriculum design or to the better selection and development of teaching materials (Richards, 2013; Capper & Jamison, 1993).

The policy goal that evaluates vision, mission, objectives, output, and outcome differs from the vision evaluation framework suggested by Knight (2021). Knight's (2021) model assesses an organization's goal through four components: vision, mission, values, and competence. While these two approaches share

similarities in concept, they differ in their specific practices. The university in this study follows its traditional approach because it aligns with government policy (Thorne, 2018; Gerstmann, 2019).

4.2.2. Language Courses

Most people agree that there are four main aspects to learning a language: writing, reading, listening, and speaking. Nevertheless, there is an argument against teaching these four pillars separately instead of as a combined whole. Indeed, a general English course can give you a strong background in the English language, including in grammar, vocabulary, pronunciation, and sentence structure. This will help you express what you want to convey more clearly and with greater confidence, whether you are talking or writing, as well as help you understand others. A simplified version of English with just 850 words and a few grammar rules is all that is required. This is meant to be used as an international second language when teaching English to people who do not speak English as their first language.

We typically learn three domains of knowledge—namely phonology, grammar, and listening/speaking/reading/writing—and four macro skills. Skimming and scanning for reading and shadowing for speaking are just two of the many micro-skills contained within these. Nevertheless, all six abilities of reading, writing, listening, speaking, grammar, and vocabulary must be developed in order to learn a language. Applied linguistics, a subfield of linguistics, forms the theoretical framework through which the language strengthening courses are evaluated. The five pillars of language together with their acquisition and instruction form the backbone of applied linguistics. A few examples of these are syntax, semantics, phonetics, and phonology. Learning English involves more than just memorising words and phrases, because one must also perfect one's reading, writing, speaking, and listening abilities. Examining literature, linguistics, and culture in the light of social factors like gender, bilingualism, class, and dialect variations, among others, is an important part of this field. As part of a university curriculum, literature

classes help students to hone their analytical and critical thinking abilities while also teaching them to articulate their feelings through language. Reading literature is also a great way to improve one's vocabulary and reading comprehension, which are two abilities that are crucial for success in modern classrooms. People who participate in discussions and analyse literature often find that they improve both their spoken and written communication skills.

The sociolinguistics and pragmatics courses are the primary options among the applied linguistics courses. Sociolinguistics is about understanding the ways in which language is influenced by the social nature of humans as it serves them. It examines the numerous and varied ways in which language and society are interconnected in its most comprehensive sense. While linguistics is concerned with the “what” and “how” of language, sociolinguistics is concerned with the “why” of language use in social contexts. According to Trudgill (1974), sociolinguistics is a branch of linguistics that examines language as a social and cultural phenomenon, because the social context in which individuals speak influences their speech patterns.

Pragmatics is a subfield of linguistics that investigates the connection between the external context of language and the meaning of speech by interpreting the situation in which the speech is delivered. It studies how the meaning of language is influenced by social factors in a specific society or community, similar to in sociolinguistics. In addition, a discourse analysis course is included.

4.2.3. Courses on Metafunction and Plurilingualism

The metafunction course uses a genre-based approach and SFL to implement Halliday's (1985) theory. The metafunction approach sees meaning as serving three purposes in a text: ideational meaning, interpersonal meaning, and textual meaning. It sees text as composed of a field (what), tenor (who), and mode (how). This method is applied in the curriculum-development process, which is based on OBE and the CEFR. More than that, plurilingualism is a synonym for

multilingualism. The capacity to communicate and interact effectively in more than one language. The plurilingual approach entails teaching students to be competent in more than one language. In this approach to language instruction, the student's native tongue and any additional languages learned in school are both taken into account when developing lesson plans and implementing them in the classroom. The ELT curriculum at UIN Said does not include any courses that bridge language functions based on SFL theory. The courses being taught are content-based with a communicative approach that was used in the previous curriculum. OBE is therefore limited to the text level at ELT UIN Said, because it does not exist in its content.

4.2.4. Linguistic Courses

UIN Said's ELT curriculum offers a few linguistic courses in various branches. Linguistics is the study of language structure and morphology, syntax, phonetics, and semantics. Sub-branches of linguistics include sociolinguistics, dialectology, psycholinguistics, computational linguistics, historical-comparative linguistics, and applied linguistics. Linguistics can be divided into five categories:

- Phonology, where sound in speech is a cognitive concept;
- Phonetics, which is the physical study of speech sounds;
- Syntax, which is the study of sentence structure and formation;
- Semantics, which is about studying meanings; and
- Morphology, which is about studying word formation.

Besides this, though, UIN Said's ELT curriculum does not pay enough attention to the main areas of applied linguistics, such as bilingualism and multilingualism, conversation analysis, contrastive linguistics, language assessment, literacy, discourse analysis, language pedagogy, second language acquisition, language planning and policy, interlinguistics, stylistics, and teacher education. Literature classes do not receive enough time either, despite them helping students to develop their analytical and critical thinking skills, as well as

their ability to use the right words to express their feelings. Moreover, literature improves both vocabulary and understanding, which are important skills for communicating well in today's society. People who participate in literary analysis and conversation can therefore improve their spoken and written communication.

4.2.5. Courses in Teaching and Learning

Learning theory, teaching theory, and teaching practice are all covered in the learning and teaching courses, according to the document analysis and the expert opinions. There is a lack of coverage in the UIN Said's ELT curriculum, however, for the learning elements related to the Merdeka Curriculum and the CEFR, because the course is offered in a content-based format.

As of now, communicative language teaching (CLT) is by far the best way to teach a language. According to the CEFR, the teaching and learning process is grounded in the genre-based approach, which divides the curriculum into four phases: acquiring basic knowledge of English (BKoF), modelling the text (MoT), joint construction of the text (JCoT), and independent construction of the text (ICoT). This is followed by an alternative assessment. Language pedagogy encompasses a wide range of features, such as the flexibility to accommodate shifting societal values and learning objectives, the use of cutting-edge pedagogical tools like voice recognition to accurately identify the meaning of sentences, and the examination and analysis of influential pedagogical practices throughout history. Making up the domain of teaching are i) content knowledge and pedagogy, ii) learning environments, iii) the diversity of learners, iv) curriculum and planning, v) assessment and reporting; vi) community links and professional engagement; and vii) personal growth and professional development. These aspects are not included in the ELT curriculum at UIN Said.

All things considered, educators primarily play three roles in the classroom of a diagnostic, prescriptive, and evaluative nature. The diagnostic role involves looking at how students enter the classroom and determining what they may need. Next, choosing relevant lessons and pedagogical approaches is the function of the

prescriptive role. The purpose of the evaluative role is to determine the efficacy of the teaching and the learning outcomes of students. The roles of teachers are downplayed in UIN Said's ELT curriculum, which is consistent with the teaching strategies.

To be more specific, the learning goals of teaching have yet to be spelled out. Key topics that students should learn in a teacher-training programme include how to manage a classroom, how to teach and learn, how to motivate students, how to evaluate students, how to use technology to help learning, how to plan lessons, how to understand the curriculum, how to put on displays in the classroom, and how to talk to the public. Thus, there are many components of teaching, such as teachers, students, learning materials, learning designs or methods, learning approaches, and evaluation methods. Teachers need to be good and professional at what they do if they want to engage all of their students, regardless of gender, ability, or potential. The Teacher Effectiveness System is based on using four domains to evaluate how effectively teachers are working:

- planning and preparation;
- the classroom environment;
- teaching; and
- professional duties.

Classroom management also includes a wide range of skills and methods that teachers can use to make the classroom a great place to learn. Its main goal is to ensure that classes go smoothly, that students do not become disruptive, and that teaching materials and activities help students to learn.

4.2.6. Curriculum and Material Development

Courses in developing curricula and instructional materials form the backbone of the ELT curriculum. In order to improve the learning experience for students, curriculum development must be a methodical, well-planned process. It entails creating and coordinating educational endeavours with the goal of achieving

specified objectives. The objectives, strengths, and interests of all students are carefully considered when choosing curriculum materials and experiences. Books, workbooks, a teacher's manual, and curricular materials are all part of this set of resources. The use of instructional materials is crucial, because they prevent students and teachers from falling into the trap of relying too heavily on memorisation and recitation. Using a variety of resources, students can gain hands-on experience that help develop skills, concepts, and multi-tasking abilities. Nevertheless, other teaching courses—including media, TEFL, and assessment—have not yet had their materials integrated into this. Assessment is the process by which quality is evaluated, documented, and reported (Malan, 1997), but the evaluation procedure for this study is still in its early stages.

4.2.7. Research Courses and Final Project

The analysis revealed that the research courses and final project are of significant importance in the ELT curriculum at UIN Said, because they are used to evaluate students' academic achievement. Quantitative and qualitative research methods, statistics, and research instrument development are all covered in the supported research courses. Students have three options for their final projects: write a thesis, publish an article in a scientific journal, or report on a specific project. The courses are implemented conventionally and instructed according to a content-based curriculum. This finding corroborates Budiharso's (2024) research, which asserted that UIN Said lacks well-defined courses to complement research, and the processes for completing a *skripsi* (thesis) are not satisfactory.

4.3. Implications

This research set out to answer three research questions about the ELT curriculum at UIN Said, with these being related to how the courses are structured, how the OBE curriculum is profiled, and how the CEFR is incorporated. The ELT curriculum and the field of curriculum research have both been enriched by this study. Generalisation is not possible, however, because the focus is on UIN Said

Surakarta in Indonesia, with many of the problems that were pertinent to the research having already been published. The first order of business should be to formulate the purpose and goals of the curriculum. When it comes to evaluating organisational behaviour, the development of a programme's vision and mission directly affects the effectiveness of its learning objectives and outcomes (Bekum, 2001; Hoffinan, 1996; Spady, 1988; 1994). Aligning OBE with the national curriculum and the CEFR should be the next task. The Merdeka Curriculum, which adopts the CEFR as its framework, is considered the national curriculum in this setting (Picardo, 2000; Foley, 2022; Mendikbud, 2020; Council of Europe, 2018).

This investigation found that the ELT curriculum's vision and mission fail to adequately define the desired graduate profile. In essence, the intended learning outcomes are flawed and need to be addressed. The profile for graduates is divided into three components: core competencies for school English teachers and elective competencies for research assistants and educational entrepreneurs. Another finding pertains to the distribution of courses not being consistent with the vision, mission, and graduate profile. This inconsistency arises due to poor synchronisation between the courses providing graduate competencies and the content of the courses, which does not align with the independent curriculum and the CEFR's material. A third finding is that the relationship between the independent curriculum and the CEFR is not sufficiently established in terms of teaching materials.

These discoveries have implications for the decisions of policymakers. Initially, in order to enhance the accuracy and social impact of OBE, which is currently being used to establish curriculum innovation policies at UIN Said, policymakers at the university and faculty levels need supporting evidence for the research results. Secondly, the UIN Said's Quality Assurance Institute, faculties, study programmes, and postgraduate programmes, as well as institutions under the university, must consider this research's results when determining a strategy for the next OBE curriculum.

The next finding concerns the content of the OBE curriculum in terms of formulating learning outcomes and curriculum design. On paper, the OBE curriculum that is currently being used is OBE in name only. Indeed, the curriculum is completely content-based, both in terms of the content and implementation. As an illustration, consider the requirement that OBE considers the rulings of analogous association institutions. It does not align with the Merdeka Curriculum or the CEFR, nor are the graduate profiles in UIN Said's ELT curriculum in line with the national association's formulation.

The implication is that faculty need to exercise greater caution when developing curricula, so they are founded on in-depth research, information obtained from experts, community members, and lecturers, with them also referencing similar curricula from other universities.

In addition, the ELT curriculum was designed to offer training to prospective English teachers at the elementary, junior high, and high school levels. Nevertheless, there remains a dearth of material to support learning about field practice and learning theory. The ELT curriculum at UIN Said has therefore been unable to meet the demands of the market, and it can be considered to be behind the times. This implies that the curriculum's content must be comprehensively revised and tested in multiple stages until it improves and becomes more market-oriented.

Finally, OBE, the Merdeka Curriculum, and the CEFR should now be working together as a cohesive whole. The Merdeka Curriculum implements OBE and complements it with the CEFR. This means that UIN Said's ELT programme will need to make some changes to align with the CEFR. Thus, the ESL programme at UIN Said must incorporate the following elements into its curriculum: students as agents of social change, plurilingualism, task-based learning, and specifications for the CEFR's threshold levels. The implication is that the ELT curriculum at UIN Said should no longer adapt the CEFR's contents but rather include it in the entire curriculum framework.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Summary

The goal of this study was to investigate the contents of UIN Said's OBE ELT curriculum in order to clarify how the courses present ELT content and how the CEFR is referenced throughout the curriculum. In all, 24 experts took part in the research through the Delphi process, interviews, and a checklist evaluation of the curriculum document. There were three phases for the instruments. Interviews were conducted in the first phase that inquired about OBE's implementation and the curriculum-development strategies (see Appendix 1). The second phase involved the self-reported questionnaire, which gathered expert opinions and suggestions about the curriculum documents (Appendix 2). The checklist for the curriculum development guide was the subject of the third phase. The previous chapters presented this study's findings in detail. Nevertheless, the three research questions are restated in this section, along with a summary of this study's findings.

RQ1: How is OBE represented in the current ELT programme at UIN Said?

RQ2: How are OBE and the CEFR characterised in the learning profile and course distribution of the ELT syllabi at UIN Said?

RQ3: How are OBE and the CEFR reflected in the ELT syllabi at UIN Said?

The first findings of this study helped answer research question 1 by showing that the curriculum document has weaknesses in the following aspects:

- The formulation of the university's vision and mission does not include the university's core values.
- The formulation of the study programme's vision and mission simply modified the text of the university's vision and mission.

- The learning outcomes of graduates of the study programme are divided into three roles: English teachers in schools, research assistants, and educational entrepreneurs.

The main courses comprise a total of 144 credits, with the additional competency-forming courses making up 10 credits each. This additional 10 credits apparently causes a degree of discrimination for some graduates. Firstly, students who choose the additional competency of a research assistant receive more research courses than those interested in entrepreneurship, so those wanting to be research assistants will almost certainly complete their thesis or project faster and more easily. Second, the choice of the research assistant or educational entrepreneur competencies does not affect the focus of the thesis or project, so the interest is merely a formality.

In relation to research question 2, the findings show that the overall distribution of courses and the distribution by semester have structural weaknesses in that they do not take into account the level of difficulty by arranging courses hierarchically or procedurally. Hierarchically, easier courses should be taught first and difficult ones later. The procedure revealed that courses with the same level of difficulty are being taught in the same semester. Thus, the UIN Said's ELT curriculum does not reflect that the sequence of courses has been carefully designed and firmly ordered. Moreover, the overall courses have lost their spirit. The curriculum preparation guidelines claim that the OBE curriculum refers to Permendikbud No. 53 of 2023 for higher education quality assurance, so it must refer to the Merdeka Curriculum, which mandates the CEFR as a curriculum-preparation platform.

In addition, while the administrative structure of the curriculum already refers to OBE, the content does not. Several linguistic aspects that are described in the genre-based pedagogy are not present in this ELT curriculum, such as text studies according to Halliday's (1985) theory for the field, tenor, mode, genre-based approach and metafunction to show ideational, interpersonal, and textual meanings. The CEFR also stipulates plurilingualism and threshold level

specification as learning assessment platforms, but UIN Said's ELT curriculum does not mention them at all.

For the third research question, the findings show that any alignment between OBE, the Merdeka Curriculum, and the CEFR in UIN Said's ELT curriculum is not apparent. On analysing the group of courses and competency-filling courses, they do not seem to be related. First, although the character-building courses are appropriate to the university's vision and mission, the arrangement at the meso- and micro-level in the curriculum does not reflect careful planning. Second, UIN Said's ELT curriculum does not have a relationship with the Merdeka Curriculum and CEFR material. Third, in terms of language courses, basic language skills like vocabulary are not taught specifically but rather implicitly through other courses, so they are insufficient. The scope of the language skills material also does not refer to language needs at the level required by the CEFR and OBE. In general, language science courses like linguistics, applied linguistics, and literature are not sufficiently appropriate in their structure and content, with them being more of a prerequisite for fulfilling curriculum formalities.

Another finding that also emerged was that the learning and teaching courses and research courses serve as a means for completing the final assignment in the form of a thesis or journal article. The learning and teaching courses, which form the cornerstone of the education study programme, are not taught in a measurable manner according to the OBE and CEFR criteria. Finally, the research courses, which support the final assignment of writing a thesis or publishing journal articles, have not been well organised. Overall, UIN Said's ELT curriculum does refer to the OBE platform, but the packaging and content, in terms of the curriculum documents, the distribution of courses by semester, learning outcomes, and graduate profiles are not yet fit for purpose.

This study arguably confirms the findings of Bekum (2021) in finding that OBE implementation in universities is lacking in quality control and criteria measurement, so it is problematic to translate the vision into learning outcomes and curriculum design in order to define meso- and micro-learning outcomes.

Research by Hoffinan (1996) also posited that OBE is a general framework and not specific to a certain curriculum, so the development of student learning outcomes, programme outcomes, course outcomes, as well as leadership and control over practices, must be strong. In addition to the CEFR's contents, Piccado (2022) suggests that the CEFR's principles need to be included in the curriculum framework, especially in terms of the student as a social agent, plurilingualism, social action tasks, signposting teaching, and threshold level specification to assess the outcomes.

5.2. Conclusions

Bearing in mind the purposes of the study, the following conclusions are offered based on the analysis of the data and the insights collected through the literature review:

1. The implementation of the ELT curriculum at UIN Said continues to encounter obstacles in defining an appropriate vision and mission, thus resulting in the imperfect formulation of learning outcomes, the student graduate profile, the course distribution, and the role of OBE in meeting the current needs of the curriculum. In addition, the core values of the university are not reflected in the vision and mission of both the university and the study programme,
2. The course contents, as indicated in the entire curriculum programme over semesters and in the course distribution by semester, are not well ordered based on the structure of the courses. The courses are not organised to support each other well, and their sequence does not refer to the hierarchical or procedural arrangement principles of curriculum design. In effect, flexibility is lacking in the curriculum, mostly in a vertical sense but also partly in a horizontal sense.
3. The Merdeka Curriculum adopts the CEFR in curriculum design, but this study revealed that this linkage is absent at UIN Said. Indeed, many principles of the CEFR—such as plurilingualism, SFL, the genre-based approach in the teaching process, and threshold levels to assess student

outcomes—are not defined in the ELT Curriculum of UIN Said. In addition, the research courses to support the writing of a thesis or journal article are not sufficient to provide the desired learning outcomes.

5.3. Limitations

Despite efforts to make this study rigorous in its contributions to curriculum research worldwide, the following limitations must be noted.

1. Before implementing OBE, no checks were made to see if any of the essential practices and standards were already in place, nor were there any attempts to ascertain whether the study programme had already focused on essential characteristics of OBE.
2. It was clear from the data that the "not-successful" rating for curriculum implementation was not available from the outset.
3. The experts were invited to participate in this study based on their expertise in curriculum reform, and they were asked to participate voluntarily.

5.4. Recommendations

The following general recommendations are offered for the practice of the university and the study programme at UIN Said:

1. This study found that the ELT curriculum at UIN Said has some flaws resulting from an imperfect formulation of the main aspects of curriculum design, such as the vision and mission, the student profile, learning outcomes, and course arrangement in the curriculum text. As the research into OBE practices at UIN Said has not been available so far, the current study should be useful for its empirical findings for the ELT curriculum, because the university and other study programmes can refer to it for reference. Thus, in practice, the results can serve as a guide for reviewing overall OBE practices at UIN Said.

2. The learning profile outlined three areas, namely English teacher as the main competence followed by research assistant and entrepreneur as secondary roles. Nevertheless, the ELT curriculum does not properly support each of these profiles, with the courses not being well defined. In practice, the study programme should improve the student profile competencies and adjust the course distribution to better suit the characteristics of each student competence. At the policy level, the university, the Faculty of Culture and Language, and the Quality Control Office at UIN Said should resolve themselves to revisit the curriculum accordingly.

An alignment between OBE, the Merdeka Curriculum, and the CEFR in the curriculum design was not found to be present yet in this study. The inclusion of the CEFR's principles—such as SFL, the genre-based approach, teaching procedures, and plurilingualism—have not been defined in the ELT curriculum. In practice, the study programme curriculum should be revised to keep up with the requirements of a modern ELT curriculum.

3. More specifically, the results of this research, which essentially probed a content-based curriculum rather than an OBE-based one, could be disseminated among faculty members, administrators, and leaders in the university as empirical evidence. Improvements to the curriculum content are required and personalised attention for lecturers is needed to improve the entire curriculum in the future. Nevertheless, this need for change must be clearly established and supported by a majority of the stakeholders.

Recommendation for future research

1. This study could be expanded upon by another one that looks at the level of OBE implementation and includes site visits to check on actual teacher behavior and student achievement.

2. A replication of this research could look at things that make it hard to implement OBE, how public attacks on OBE affect it, and whether negative public opinion gets in the way of a successful OBE implementation.
3. To check how well OBE is being used, a full study like the one by Bukim (2001) should be done that creates new, standardized criteria for OBE and then implements them.
4. A long-term research study should be done to find out if OBE strategies have long-lasting effects and if better student outcomes are worth the huge amount of work needed to implement OBE.

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APPENDICES:

Appendix 1. INTERVIEW GUIDE

Introduction

Assalamu alaikum wr wb

Hello, I am Teguh Budiharso, a Ph.D student in English Language Teaching at the Faculty of Arts and Humanities, Selinus University of Sciences and Literature, at Sicily, Ragusa, Italy. I would kindly like to interview you.

The purpose of this interview is to collect data for my dissertation entitled: “Exploring OBE and CEFR Inclusion in the ELT Curricula of the State Islamic University Raden Mas Said of Surakarta, Indonesia”.

The topic of this interview is the English Language Education curriculum within the Faculty of Culture and Languages, Raden Mas Said State Islamic University, Surakarta. This curriculum has just been revised to use the outcome-based education (OBE) approach.

Before the interview begins, I would like to inform you that I will record this interview audio-visually. I will be assisted by my partner in this. I will also make notes as needed during the interview.

List of Questions

1. *Assalamu alaikum*, greetings of peace
2. Please confirm your academic expertise in the field of curricula.
3. What do you think about the outcome-based education curriculum applied in the English language education department of UIN Said?
4. What issues are related to the preparation of curriculum documents within the vision and mission of the university, including faculties and study programmes?
5. What issues are related to the mapping of courses, so OBE can be accommodated in the curriculum?
6. How should learning outcomes be compiled, and how many types of learning outcomes are there?
7. In your opinion, what aspects make it difficult to compile and implement the OBE curriculum?
8. What OBE components should be included in the English language education department in terms of language skills, language science, learning and teaching, and language research?
9. In addition to OBE, the government also includes the CEFR as a reference in addition to OBE. Can OBE and the CEFR be implemented simultaneously?
10. What aspects should be presented if the English language education curriculum must combine OBE and CEFR?
11. What are the shortcomings of UIN Said’s OBE-based English curriculum, and please provide any suggestions for improvement?

Appendix 1. Cover letter of Self-Report Questionnaire

Appendix 2. SELF-REPORT QUESTIONNAIRE

Dear

I am Teguh Budiharso, a Ph.D English Language Teaching student at the Faculty of Arts and Humanities, Selinus University of Sciences and Literature, Ragusa, Rome, Italy. Please allow me to interview you.

I am currently writing a dissertation entitled: "Exploring OBE and CEFR Inclusion in the ELT Curricula of the State Islamic University Raden Mas Said Surakarta Indonesia".

Therefore, I ask you as an expert in the field of English language curriculum and teaching to provide a written assessment using a checklist, comments or notes on the following documents:

1. Draft of the OBE-Based English Language Education curriculum of the Faculty of Adab and Language, UIN RM Said
2. Guidelines for writing the UIN Raden Mas Said curriculum
3. Results of the analysis of the reconstruction of the UIN RM Said English Language Education curriculum, the results of the researcher's study and its suitability with OBE and CEFR.

Kindly please spend between 90 minutes to make an assessment of the above documents. The results of the assessment would be returned within two weeks. Accompanying the assessment results, please include your opinions and recommendations for improving the curriculum in question.

For your permission, I would like to thank you.

Researcher,

Teguh Budiharso

Appendix 2. Self-report Questionnaire Items

Appendix 3. LIST OF QUESTIONS TO SELF-REPORT QUESTIONNAIRE

Dear Gentlemen: -----
(stay anonymous)

Date of evaluation: -----

Purposes

To obtain expert views in the field of English curriculum and teaching as well as suggestions for improving the OBE and CEFR-based curriculum documents implemented in the English language education department of UIN RM Said.

Guidance

1. Document 1: Draft of the OBE-based English Language Education Curriculum from the English Language Education Study Program, a study result of the Faculty of FAB and the English Language Education Study Program of UIN Said.
2. Document 2: Guidelines for Developing the OBE Curriculum
3. Document 3: Results of the researcher's analysis of the use of OBE in the PBI curriculum structure and its suitability with the course map and learning outcomes.

Expert's Opinion/Recommendations

1. Shortage of overall OBE curriculum contents
2. The suitability of the course map with SKL
3. The suitability of the types of courses that form the CPL elements: basic English, English language skills, language science, teaching, teaching practice, research theories, research practicum, scientific papers.
4. The suitability of courses with learning outcomes
5. Recommendations for improvement and refinement

Appendix 3. Checklist of Curriculum Evaluation

No	Stage	Description	5 E	4 G	3 F	2 L	1 P
1	Planning	1. Vision					
		2. Mission					
		3. Slogan: glocalisation					
		4. Values: loyalty, excellence, responsive, collaborative (Iurik)					
		4. Graduate competence standard (SKL)					
		5. Graduate learning outcome (CPL)					
		5.1. competence in a particular field of science (P)					
		5.2. General skills (KU)					
		5.3. Specific skill/profession (KK)					
		5.4. Attitude (S)					
		6. Determining criteria of graduate learning outcome (CPL)					
		6.1 Criteria of general outcome (KU)					
		6.2. Criteria of specific outcome (KK)					
		6.3. Attitude and intellectual competence (SKI)					
		7. Formulation of SKL					
		8. Semester Plan Program (RPS)					
2	Implementing	1. Course mapping					
		1.1. Forming courses of 144 credits					
		1.2. Development of SKL					
		1.2.1. Basic English					
		1.2.2. English skills					
		1.2.3. Linguistics					
		1.2.4. Language and applied linguistic					
		1.2.5. Theories in language learning and teaching					
		1.2.6. Practicum of teaching/profession					
		1.2.7. Curriculum and material development					
		1.2.8. Test and evaluation in language teaching					
		1.2.9. Method and practices in research					
		1.2.10. Scientific writing and final project					
		2. Learning outcome					
		2.1. Institution Learning outcome					
		2.2. Program Learning outcome					
		2.3. Course Learning outcome					
		2.4. Instructional Learning outcome					
		2.4.1. Intellectual skills					
		2.4.2. Cognitive strategy					
		2.4.3. Verbal information					
		2.4.4. Motor skills					
		2.4.5. Attitude					

3	OBE	3. Semester learning program					
		1. Inclusion of OBE curriculum design					
		2. Inclusion of language teaching in the OBE					
		3. Inclusion of curriculum and syllabus development in the OBE					
		4. OBE in the entire 144 course credits					
		5. OBE in the course block to form competence					
		6. OBE in the instruction process					
		7. OBE the course assignment					
4	CEFR	8. OBE in the final project and thesis writing					
		1. Inclusion of CEFR curriculum design					
		2. Inclusion of language teaching in the CEFR					
		3. Inclusion of curriculum and syllabus development in the CEFR					
		4. CEFR in the entire 144 course credits					
		5. CEFR in the course block to form competence					
		6. CEFR in the instruction process					
		7. CEFR the course assignment					
		8. CEFR in the final project and thesis writing					

*Excellence, Good, Fair, Low, Poor