

Embedding UNIMED's Six Character Pillars into Outcome-Based Education: Enhancing Human Literacy and Student Adaptability in Higher Education

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Abstract The rapid advancement of technology and the emergence of Industrial Revolution 4.0 and Society 5.0 have created new challenges in higher education, particularly in preparing adaptive future educators. This study aims to develop and analyze a human literacy-based learning model integrated into the Outcome-Based Education (OBE) curriculum in the Guidance and Counseling Program at Universitas Negeri Medan (UNIMED). The research employed a mixed-method approach involving document analysis, surveys, interviews, and field observations. The findings indicate that the human literacy-based learning model is valid, practical, and moderately effective in fostering adaptive competencies among students, including critical thinking, problem-solving, emotional regulation, teamwork, and ethical values. The integration of human literacy into the OBE curriculum enhances character education and better equips future educators to respond to complex demands in the era of digital transformation. This study provides significant theoretical and practical implications for curriculum design and implementation in higher education, aligning with the university's vision as a Character-Building University.

Keywords: Human Literacy, Outcome-Based Education, Character Education, Industrial Revolution 4.0, Society 5.0

1. Introduction

The rapid development of digital technology in the era of disruption poses significant challenges for higher education in preparing graduates who are not only academically competent but also possess strong character and human literacy. Human literacy, which emphasizes moral reasoning, empathy, civic responsibility, and ethical decision-making, is essential for reinforcing students' character and enabling them to respond adaptively to complex social and global challenges [1]. One strategic response to these challenges is the adoption of Outcome-Based Education (OBE) as a curriculum framework in higher education. OBE emphasizes clearly defined learning outcomes that describe the knowledge, skills, and attitudes expected of graduates. This approach represents a shift from content-driven instruction toward outcome-

oriented learning, where curriculum design, teaching strategies, and assessment are systematically aligned with intended learning outcomes [2]. Through this alignment, OBE ensures that learning experiences contribute meaningfully to students' holistic development.

OBE also provides a relevant framework for integrating character education and human literacy into higher education curricula. By explicitly formulating attitudes, values, and ethical competencies as learning outcomes, OBE supports the development of graduates who are socially responsible and adaptable to societal needs [3]. Reviews of OBE-based curriculum implementation further indicate that OBE facilitates the integration of cognitive, affective, and psychomotor domains, allowing character values to be embedded within graduate attributes [4]. In addition, higher education curricula are increasingly expected to align with global educational agendas such as the Sustainable Development Goals (SDGs), particularly SDG 4 on quality education. Character education plays a crucial role in achieving this goal by fostering ethical behavior, social awareness, and responsible citizenship [5]. A strong literacy culture also supports character formation by promoting critical thinking, reflection, and ethical understanding, which are central to human literacy [6].

Universitas Negeri Medan (UNIMED), as a Character Building University, emphasizes the integration of character values within its academic programs. Accordingly, the Guidance and Counseling (Bimbingan dan Konseling/BK) Study Program is expected to implement an OBE-based curriculum that systematically integrates human literacy into its learning outcomes. However, empirical evidence regarding the extent of this integration remains limited. Therefore, this study aims to analyze the integration of human literacy within the Outcome-Based Education curriculum of the Guidance and Counseling (BK) Study Program at Universitas Negeri Medan (UNIMED). The findings are expected to contribute to curriculum refinement and support the integration of human-literacy-based indicators in teaching and learning processes, in line with UNIMED's vision as a Character Building University.

2. Literatur Review

2.1 Outcome-Based Education (OBE) in Higher Education

Outcome-Based Education (OBE) has become a key curriculum framework in higher education due to its emphasis on clearly defined and measurable learning outcomes. Rather than focusing solely on instructional inputs, OBE prioritizes what students are expected to demonstrate upon completion of a program. This outcome-oriented approach ensures coherence between graduate learning outcomes, teaching strategies, and assessment methods, thereby enhancing the overall quality of higher education curricula [7]. In higher education curriculum development, OBE encourages institutions to design programs that respond to professional, societal, and global demands. By clearly articulating expected competencies, OBE supports the development of essential skills such as critical thinking, communication, and problem-solving, which are increasingly required in contemporary workplaces. Curriculum development studies show that OBE-based designs improve curriculum relevance and strengthen the alignment between learning outcomes and instructional practices [8].

Empirical evidence from the Indonesian higher education context highlights both opportunities and challenges in implementing OBE. Although lecturers generally recognize the importance of OBE in improving graduate quality, many experience difficulties in formulating learning outcomes, designing aligned assessments, and managing the increased administrative workload

associated with OBE implementation [9]. Their findings underline the importance of institutional support, ongoing professional development, and clear implementation guidelines to ensure the effectiveness of OBE in practice. Assessment alignment is a critical component of OBE implementation. Constructive alignment ensures that assessment methods accurately measure the intended learning outcomes, including cognitive, professional, and transferable skills. Research on OBE-based assessment practices indicates that misalignment between outcomes and assessment can weaken curriculum effectiveness, while well-aligned assessment strategies promote transparency, accountability, and meaningful student learning experiences [10].

Recent systematic reviews further suggest that OBE can function as a strategic framework for integrating broader educational goals, including sustainability and social responsibility, into higher education curricula. By explicitly embedding such values into learning outcomes, OBE contributes to the achievement of quality and inclusive education and supports the holistic development of students as competent and socially responsible graduates [11]. Overall, OBE offers a comprehensive and outcome-oriented approach to curriculum design in higher education. However, its successful implementation depends on lecturers' pedagogical capacity, institutional commitment, and continuous curriculum evaluation to ensure that learning outcomes genuinely reflect academic, professional, and societal expectations.

2.2 Character Education and UNIMED's Six Character Pillars

Human literacy extends beyond academic and digital competencies to include moral, ethical, and social dimensions that shape students' character and professionalism. Character education is therefore essential in higher education, as it provides a foundation for developing integrity, responsibility, and social awareness required in academic and professional contexts [12]. Studies on character education emphasize that values such as honesty, responsibility, empathy, and respect must be systematically integrated into educational processes to ensure sustainable character development. In higher education, the integration of character education into curricula contributes to the formation of graduates who are ethically grounded and socially responsible [13], [14].

UNIMED's commitment as a Character Building University is reflected in the implementation of its Six Character Pillars, namely: (1) Fairness, (2) Respect, (3) Responsibility, (4) Trustworthiness, (5) Citizenship, and (6) Caring. These pillars serve as guiding values for student behavior and attitudes in academic and social life. Fairness emphasizes equity and inclusiveness, respect highlights tolerance and dignity, responsibility promotes accountability, trustworthiness reflects integrity, citizenship encourages social participation, and caring fosters empathy toward others and the environment. By embedding these character values into academic programs, UNIMED strengthens the alignment between character education and Outcome-Based Education (OBE). This integration ensures that learning outcomes address not only cognitive achievement but also the development of sustainable character values that support human literacy and ethical professionalism.

By embedding these pillars into the curriculum, students are expected to develop holistic competencies that balance academic excellence with strong moral values. UNIMED has developed a character-based curriculum through the **Six Character Pillars** [15]:

1. **Trustworthiness:** honesty, integrity, and moral consistency
2. **Respect:** appreciation of diversity and human dignity
3. **Responsibility:** academic and social accountability

4. **Fairness:** justice in decision-making
5. **Caring:** empathy, compassion, and social solidarity
6. **Citizenship:** active participation in social and national life

2.3 Human Literacy as the Foundation of Curriculum Development

Human literacy, as articulated in UNIMED's character framework, extends beyond cognitive abilities to include emotional, moral, and social dimensions. It encompasses the capability to critically engage with knowledge while upholding humanistic and ethical values. This aligns with the broader goals of OBE, which not only measure technical competence but also seek to cultivate responsible, reflective, and empathetic graduates.

The integration of human literacy in higher education is particularly relevant for the Guidance and Counseling program, where the development of empathy, care, and ethical decision-making are essential professional competencies.

2.4 Integrating OBE and the Six Character Pillars

The combination of OBE and the Six Character Pillars creates a synergistic framework that ensures graduates are not only professionally competent but also ethically grounded. OBE provides measurable outcomes aligned with global job market demands, while the character pillars ensure that those outcomes are achieved within a moral and social framework. Source integration also resonates with the **Sustainable Development Goals (SDGs)**, particularly Goal 4 on *Quality Education*, which stresses the need for inclusive, equitable, and values-driven learning systems. By embedding character pillars into the OBE curriculum, UNIMED demonstrates a model of higher education that promotes both excellence and humanity.

3. Methode

3.1 Research Approach

This study applied a **quantitative descriptive research approach** to analyze the integration of human literacy within the Outcome-Based Education (OBE) framework in the Guidance and Counseling program at Universitas Negeri Medan (UNIMED). The research was designed to identify patterns, perceptions, and challenges faced in curriculum implementation, focusing on character building and digital literacy development.

This study employed a **descriptive quantitative approach** to examine the integration of human literacy within the implementation of an Outcome-Based Education (OBE) curriculum based on UNIMED's Six Character Pillars in the Guidance and Counseling (BK) program. A descriptive quantitative design was chosen to provide measurable insights into the perceptions of lecturers and students, as well as to describe trends and patterns regarding the relevance of OBE to character development [16].

3.2 Research Location and Participants

The research was conducted in the **Guidance and Counseling Study Program, Faculty of Education, UNIMED**. Participants included lecturers and students enrolled in the program. Sampling was carried out using a **purposive sampling technique** to ensure respondents were directly involved in curriculum implementation and academic activities.

The population of this study consisted of lecturers and students from the Guidance and Counseling Program, Faculty of Education, Universitas Negeri Medan (UNIMED). The sample was selected using a **purposive sampling technique**, involving participants actively engaged in curriculum planning, implementation, and evaluation. The research was conducted from **January to July 2025** at UNIMED.

The main variable in this study was the integration of **human literacy and character education** into the OBE curriculum. Indicators were derived from UNIMED's **Six Character Pillars**: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. These indicators formed the dimensions measured in the instrument.

3.3 Data Collection Techniques

Data were collected through:

1. **Questionnaires Perception**, designed to capture student and lecturer perceptions of OBE implementation, digital literacy, and human literacy integration. Structured questionnaires were developed based on the indicators of the Six Character Pillars. Responses were measured using a **Likert scale** (1 = strongly disagree to 4 = strongly agree).
2. **Group discussions**, conducted with lecturers and students to explore their perspectives, challenges, and suggestions regarding the integration of human literacy into OBE-based curriculum.
3. **Document analysis**, Supplementary data were obtained from curriculum documents (OBE-BK), research progress reports, and UNIMED's official Six Character Pillars book to validate the relevance of the indicators used.

3.4 Research Instruments

The research instrument was designed by adapting the indicators of the Six Character Pillars [17]. The questionnaire was validated through **expert judgment** (content validity) and tested for **reliability** using Cronbach's Alpha. Items with an alpha coefficient ≥ 0.70 were considered reliable.

The instruments used included:

- a. A **Likert-scale questionnaire** developed based on OBE learning outcomes and human literacy dimensions.
- b. A **discussion guide** aligned with the research objectives, focusing on identifying shared experiences, challenges, and opportunities in curriculum implementation.

3.5 Data Analysis

The data analysis process consisted of:

- a. **Descriptive statistical analysis** for questionnaire data, presenting mean scores, percentages, and standard deviations.

- b. **Thematic content analysis** for qualitative data from group discussions and document reviews, which were coded into categories such as digital literacy, character values, and flexible curriculum design.

Data analysis consisted of:

1. Descriptive Statistics: Frequency, percentage, mean, and standard deviation were calculated to describe participants' perceptions.
2. Categorization: Scores were categorized into levels (Very High, High, Moderate, Low) according to predetermined intervals.
3. Interpretation: The results were interpreted to determine the extent to which the OBE curriculum aligns with the development of human literacy and character.

3.6 Validity and Reliability

Instrument validity was tested through **expert judgment** by curriculum and educational research specialists. Reliability was examined using **Cronbach's Alpha**, ensuring the questionnaire items achieved acceptable reliability coefficients (>0.7). Triangulation between questionnaires, group discussions, and document analysis was used to strengthen the credibility of the findings.

Table 1 . Expert Judgement Evaluation Table for The Perception Instrument

No	Evaluation Aspect	Key Indicators	Rating Scale (1–5)	Expert Notes / Suggestions
1	Alignment with OBE Learning Outcomes	- Items are aligned with OBE curriculum Learning Outcomes (LO). - Statements measure attitudes, knowledge, and skills.	1 2 3 4 5
2	Relevance to UNIMED's Six Character Pillars	- Items clearly reflect <i>Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship</i> . - Proportional distribution across all pillars.	1 2 3 4 5
3	Clarity and Readability of Items	- Language is clear, neutral, unbiased, and easy to understand for students. - No ambiguity or double meaning.	1 2 3 4 5

No	Evaluation Aspect	Key Indicators	Rating Scale (1–5)	Expert Notes / Suggestions
4	Coverage of Human Literacy Dimensions	<ul style="list-style-type: none"> - Ethical reasoning, empathy, social participation, and environmental responsibility are represented. - No essential literacy aspect is missing. 	1 2 3 4 5

The rating scale including several meaning, which are: 1 = Strongly Inappropriate; 2 = Inappropriate; 3 = Fairly Appropriate; 4 = Appropriate; 5 = Highly Appropriate

4. Result And Discussion

The main objective of developing this integrated microlearning platform-based team-based project learning model is to design and develop a learning model that is integrative and applicative, adopting a team-based project approach supported by microlearning strategies. This model is expected to enhance students' core competencies, particularly in digital literacy, collaborative skills, effective academic communication, and learning efficiency in the context of designing English as a Second Language (ESL) course design. The use of this digital platform not only serves as a supporting media for learning but also as an interactive space that facilitates self-directed, flexible, and student-centered learning.

Based on the results of the needs analysis, it can be concluded that the development of a team-based project learning model integrated with a microlearning platform is essential in the ESL – Course Design course. This model is designed to assist students in the English Language Education Program in mastering the skills of designing contextual and applicable courses, particularly in the context of English as a Second Language (ESL).

After the learning needs are identified, the initial step in model development begins with designing and developing a team-based learning framework integrated with a microlearning platform. This process not only includes designing learning strategies but also drafting materials and collaborative activities that support personalized learning in accordance with the characteristics of the ESL - Course Design subject.

After the initial prototype is developed, the next stage is the Phase I evaluation, which is conducted through validation by experts, including material experts, learning design experts, and language experts. The assessment results from each validator are analyzed, and the product is revised based on that feedback (Revision I). The next stage is Phase II evaluation, which includes: (1) individual trials, (2) analysis of trial results, (3) Revision II, (4) small group trials, (5) field trials with large groups, and (6) analysis of implementation results. This process concludes with the preparation of the final product, which will undergo a feasibility test as the final step in development.

The data from the stage I evaluation based on the validation results from product material experts, product design experts, and language experts are as follows :

4.1 Expert Material Validation Results

The validation of the learning module material for the ESL – Course Design course was conducted by Mrs. Diah Mutiara Isnaeni, S.S., M.Si., who is an English lecturer at State University of Medan. The assessment was carried out to obtain information that will be used for improving and enhancing the quality of the learning module to be used in the ESL - Course Design course. The results of the validation in the form of assessment scores on aspects of the ESL – Course Design material, covering content feasibility, presentation feasibility, comments and suggestions for improvements, as well as conclusions can be seen in Table 1 below:

Table 2. Expert Judgement Evaluation Table for The Perception Instrument

No	Evaluation Aspect	Key Indicators	Rating Scale (1–5)	Expert Notes / Suggestions
1	Alignment with OBE Learning Outcomes	<ul style="list-style-type: none"> - Items are aligned with OBE curriculum Learning Outcomes (LO). - Statements measure attitudes, knowledge, and skills. 	4	All items are categorized in accordance with the provisions of the OBE curriculum. However, a more explicit explanation is needed at the beginning of the survey regarding the purpose and the correlation of the survey instrument.
2	Relevance to UNIMED's Six Character Pillars	<ul style="list-style-type: none"> - Items clearly reflect <i>Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.</i> - Proportional distribution across all pillars. 	5	Each item demonstrates the relevance of perspectives regarding the implementation of the curriculum from the standpoint of each aspect of UNIMED's six character pillars
3	Clarity and Readability of Items	<ul style="list-style-type: none"> - Language is clear, neutral, unbiased, and easy to understand for students. - No ambiguity or double meaning. 	5	All items are written in clear and easily understandable language, without causing confusion. The items are phrased appropriately for both lecturers and students.
4	Coverage of Human Literacy Dimensions	<ul style="list-style-type: none"> - Ethical reasoning, empathy, social participation, and environmental responsibility are represented. - No essential literacy aspect is missing. 	4	The language used is impartial, neutral, and objective, and it reflects a practical pattern of the dimensions of human literacy.
Mean		4,5	High Appropriate	

Based on the table above, the overall assessment from the learning material experts reached 4,5 which means this range is categorized as 'High Appropriate.' The evaluation results of the spatial

building material that was developed received several comments, including: (a) All items are categorized in accordance with the provisions of the OBE curriculum. However, a more explicit explanation is needed at the beginning of the survey regarding the purpose and correlation of the survey instrument. (b) Each item demonstrates the relevance of perspectives concerning the implementation of the curriculum from the standpoint of each aspect of UNIMED's six-character pillars. (c) All items are written in clear and easily understandable language, without causing confusion, and are phrased appropriately for both lecturers and students. (d) The language used is impartial, neutral, and objective, and it reflects a practical pattern of the dimensions of human literacy. The conclusion from the evaluation, comments, and suggestions from the learning material experts is that the Survey of Perception of The Implementation of Integration Curriculum of OBE and 6 Pillars Characters UNIMED is suitable to be trialed in the field.

4.2 Quantitative Findings from the Survey Instrument

The perception survey on the integration of human literacy and the 6 Character Pillars of UNIMED into the OBE-based curriculum was analyzed using descriptive statistics (mean, standard deviation, and categorical interpretation). The results are summarized in the table below

Table 3. Descriptive Analyze of on the integration of human literacy and the 6 Character Pillars of UNIMED into the OBE-based curriculum

Pillar of Character (UNIMED)	Mean (M)	Standard Deviation (SD)	Category
Trustworthiness	2.87	0.64	Moderate
Respect	3.20	0.58	High
Responsibility	3.25	0.60	High
Fairness	3.05	0.55	Moderate
Caring	3.18	0.61	High
Citizenship	3.10	0.57	Moderate

The analysis of the perception instrument, which consisted of 85 items, revealed that the integration of human literacy through UNIMED's Six Character Pillars within the OBE-based Guidance and Counseling (BK) curriculum shows varying outcomes across different pillars. Quantitatively, the mean scores ranged from moderate to high, with relatively stable standard deviations, indicating consistent perceptions among respondents. The *Responsibility* pillar obtained the highest score (M=3.25; SD=0.60), followed by *Respect* (M=3.20; SD=0.58) and *Caring* (M=3.18; SD=0.61). These results suggest that the OBE curriculum has been relatively

successful in fostering accountability, respect for human dignity, and empathy among students. These three aspects appear to be dominant in the teaching-learning process, particularly through project-based learning and case methods that encourage students to be active, collaborative, and responsible for their learning outcomes.

In contrast, the *Trustworthiness* (M=2.87; SD=0.64), *Fairness* (M=3.05; SD=0.55), and *Citizenship* (M=3.10; SD=0.57) pillars remained at a moderate level. This indicates that values such as honesty, integrity, justice, and social participation have not yet been fully internalized in a systematic manner within the learning outcomes. This finding aligns with the results of the group discussions, where students highlighted that indicators of human literacy, particularly those related to academic integrity and social responsibility, are still rarely articulated explicitly in the Semester Learning Plans (RPS) or in the assessment rubrics. Therefore, although there is an awareness of the importance of character, its measurement and reinforcement remain implicit and not thoroughly documented in the curriculum design.

From the perspective of perceptions, lecturers tended to provide higher ratings compared to students regarding the integration of character into the curriculum. This discrepancy points to a gap between the instructors' perception that they have embedded character values in their teaching and the students' lived experiences that do not fully reflect this impact. Such a divergence underscores the importance of aligning teaching strategies, student learning experiences, and evaluation instruments so that the implementation of character pillars becomes more measurable and tangible in practice.

Overall, these findings support UNIMED's vision as a *Character Building University* that positions character education alongside academic achievement. The integration of the Six Character Pillars into the OBE curriculum in the BK study program demonstrates positive directions, particularly in cultivating responsibility, respect, and caring. However, the moderate scores in honesty and citizenship highlight the need for further reinforcement, both through making character indicators more explicit in curriculum documents and by adopting more participatory pedagogical approaches. This resonates with the principles of Outcome-Based Education, which emphasize the comprehensive attainment of learning outcomes, and with [18], who stressed that character education must be systematically integrated into the curriculum rather than treated as an additional value. Thus, it can be concluded that strengthening human literacy through the OBE curriculum in UNIMED's Guidance and Counseling program requires further efforts, particularly in developing explicit indicators, improving assessment consistency, and adopting pedagogical strategies that emphasize honesty, fairness, and social engagement.

Table 4. Summary of Qualitative Results from Responden's Feedback (Lecturers & Students)

Theme	Findings
Alignment with OBE	OBE is perceived to systematically integrate academic, professional, and character learning.
Implementation Challenges	Some character pillars (e.g., Fairness) are less emphasized; curriculum mapping remains uneven.

Theme	Findings
Experiential Learning Impact	Practical programs (PPL, KKN) are key in strengthening Respect, Caring, and Citizenship.
Curriculum Refinement Needed	Clearer alignment of each course with specific character outcomes is required.

Lecturers emphasized that OBE in the BK program already provides a strong framework for character-based education, particularly through its focus on measurable learning outcomes in *attitudes, knowledge, and skills*. Students supported this view, noting that the six character pillars are present not only in lectures but also in co-curricular and community-based activities. However, gaps were identified in practice. The pillar of *Fairness* was found to be less explicitly addressed in course designs compared to *Caring* or *Citizenship*. This reflects a need for stronger course-to-pillar mapping to ensure balanced representation. Moreover, both lecturers and students highlighted that experiential learning—through internships, fieldwork, and service learning—was the most effective avenue for embedding values such as empathy, collaboration, and civic responsibility.

This aligns with the assertion that learning becomes more meaningful when it is situated in authentic and contextualized learning environments. In line with this perspective, [19] emphasize that the relevance of Outcome-Based Education (OBE) is maximized when curriculum design is explicitly linked not only to workforce readiness but also to the development of students' moral and professional character.

4.3 Alignment of OBE with Character-Based Education

Discussions revealed that lecturers view OBE as a transformative curriculum model that systematically links *attitude, knowledge, and skills* with ethical and character-based values. Students also reported that the six pillars—trustworthiness, respect, responsibility, fairness, caring, and citizenship—are not only embedded in theoretical content but also in classroom practices, internship guidance, and student organization activities. This indicates that character literacy is not positioned as an additional aspect but rather as an integrated learning dimension, strengthening the *Character Building University* mission.

4.4 Challenges in Implementation

Despite the alignment, several obstacles emerged. Lecturers acknowledged that some learning outcomes in the curriculum remain too general, making it difficult to translate them directly into measurable indicators of human literacy. Students also noted uneven exposure across different courses, where some pillars such as “Caring” and “Citizenship” are highly visible in fieldwork and community service, while others like “Fairness” receive less explicit emphasis. This inconsistency suggests the need for clearer mapping of each course to specific character outcomes.

4.5 Reinforcement through Experiential Learning

Document analysis indicated that practical components, such as *Field Experience Program (PPL)* and community service (KKN), strongly contribute to the embodiment of character values. Group discussions highlighted that students felt greater internalization of respect, fairness, and citizenship when engaged in collaborative, real-world activities, compared to classroom-only learning. This finding is consistent with emphasis on contextual and participatory learning as effective strategies in qualitative and mixed-methods education research.

4.6 Implications for OBE Curriculum Refinement

These findings underline that while the curriculum framework already aligns with Outcome-Based Education (OBE) and character-based education, further refinement is required to ensure proportional representation of all six character pillars across courses. In addition, the integration of formative assessments explicitly linked to the character pillars can strengthen feedback mechanisms and support continuous character development. This aligns with findings from vocational and higher education contexts, which emphasize that OBE should not only address labor-market-oriented competencies but also promote holistic character formation to prepare graduates who are adaptable and globally relevant [20].

5. Conclusion

This study concludes that human literacy has been integrated into the OBE curriculum of the Guidance and Counseling program, especially in the dimensions of responsibility, integrity, and independence. However, collaboration, empathy, and nationalism are still less explicitly formulated in the curriculum and need further attention. Survey findings confirm that responsibility, respect, and caring are the strongest aspects of human literacy, while trustworthiness, collaboration, and critical thinking remain weaker and require reinforcement.

Lecturers generally perceive the curriculum as relevant, yet they emphasize the need for clearer mapping of CPL–CPMK and a more explicit design of RPS to strengthen the alignment of human literacy within the curriculum. Meanwhile, students expect more experiential learning and collaborative activities to apply character-based competencies in practice. These insights show that the integration of human literacy is not an additional component but should be considered as an essential dimension of the OBE curriculum.

The implication of these findings is that curriculum reformulation is urgently needed to ensure that the six character pillars of UNIMED—religiosity, nationalism, integrity, independence, cooperation, and humanity—are explicitly embedded in learning outcomes. Active learning approaches such as project-based learning, problem-based learning, role play, and simulations must be widely implemented to reinforce collaboration, empathy, and critical thinking. Furthermore, assessment rubrics should incorporate indicators of honesty, empathy, and social responsibility to ensure that the evaluation of students' competencies reflects both academic and character development. In this way, human literacy can become an integrated dimension that strengthens UNIMED's mission as a *Character Building University* and prepares adaptive, ethical, and future-ready educators.

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