

Evaluation and Development of Outcome-Based Education (OBE) Curriculum: an Analysis of Stakeholder Responses

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Abstract. The aim of this study was to analyze the responses of stakeholders towards the evaluation and implementation of a curriculum based on outcomes at the Faculty of Social Sciences at Universitas Negeri Medan. An evaluation of curriculum is a crucial initial step in assessing the educational quality. The inclusion of stakeholder participation in curriculum evaluation is anticipated to provide valuable insights for enhancing the educational quality. The research methodology employed in this study is evaluation research, which involves the systematic collection and analysis of data to substantiate the worth and efficacy of the curriculum. The study used a descriptive qualitative analysis approach to present the findings of the research in the form of narrative research outcomes. The result of analysis shown that stakeholder response to the OBE-based curriculum in each department/study program at the Faculty of Social Sciences, Universitas Negeri Medan has been good and is worthy of implementation. The draft OBE curriculum is graduate-oriented, emphasizing bachelor competencies, namely the analysis, synthesis, and create levels. The curriculum is relevant to the needs of students and is oriented towards the needs of graduates.

Keywords: OBE, Curriculum, Evaluation.

1 Introduction

The National Higher Education Standards, as stipulated in Permendikbud Number 3 of 2020 Article 1, states that curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for implementing learning activities to achieve Higher Education goals. The Higher Education Curriculum is an institutional mandate that must always be made happen according to the needs of development and science and technology as outlined in the Learning Outcomes. Universities as producers of educated human resources need to measure their graduates, and whether the graduates produced have abilities that are equivalent to the abilities (learning achievements) that have been formulated in the qualification curriculum [1],[2]. This is in line with the mandate of

Law Number 12 of 2012, concerning Higher Education, especially article 29 regarding disclosing Indonesian National Qualifications and to improve the quality of education and training related to the world of work, the government issued Presidential Decree No. 8 of 2012 concerning disclosing the Indonesian National Qualifications (KKNI). The KKNI is a qualification leveling framework that equates education and job training as well as work experience, to provide recognition of work competencies following the job structure in various sectors [3],[4].

In the beginning of 2020, the Ministry of Education and Culture implemented new policies in the realm of higher education under the program "Merdeka Belajar - Kampus Merdeka (MBKM)". This initiative aims to enhance the connection and alignment between higher education graduates and the business and industrial sectors, in response to a rapidly evolving future. The MBKM policy aims to offer students additional learning opportunities and broaden their competencies through various extracurricular activities. The objective is to equip graduates with the necessary skills to effectively navigate the increasingly intricate challenges of the 21st century. Universities operating within the realm of higher education at the academic level implement curriculum modifications to enhance the overall quality of the learning experience in accordance with the guidelines set forth by the Indonesian Ministry of Education and Culture (SN-Dikti), while also providing support for the Merdeka Belajar Kampus Merdeka (MBKM) program [5]. The Independent Campus initiative is a component of the Merdeka Belajar Kampus Merdeka (MBKM) policy, implemented by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. This policy aims to offer students the opportunity to develop their skills in alignment with their individual talents and interests, by engaging directly in professional experiences as a means of preparing for their future careers. The assessment of MBKM implementation in higher education institutions is evaluated using the Main Performance Indicators established by the Minister of Education and Culture, as outlined in the Minister of Education and Culture Decree Number 3/M/2021. This decree introduces a novel performance metric for tertiary institutions, aiming to foster adaptable higher education institutions that are grounded in tangible outcomes [6].

As an implementation of the MBKM activities which provide opportunities for students to get a conversion of 20 credits, to apply, universities need to regulate the policy and set it in an MBKM OBE (Outcome Based Education) curriculum. The OBE MBKM curriculum is an output-oriented learning curriculum or graduate achievement that has been implemented with MBKM activities. In its implementation, the OBE curriculum focuses on what students can or can do, how can we help students achieve that competency, and how we know whether students have achieved/have these competencies. If not, how do we make continuous improvements so that these capabilities can be achieved or Continuous Quality Improvement (CQI) In the future, students will not only faced with this competition or knowledge competition but will also be faced with the competition of creativity, imagination, learning, and independent thinking, this Of course universities need to anticipate this by carrying out reconstruction curriculum [7,8]

Determining the higher education curriculum should not only be formulated by academics but should involve many parties who understand the related fields of science. In developing the curriculum, many parties have to Participating included educational administrators, educational experts in the curriculum, experts in the field of science, educators, and stakeholder. From these parties who are continuously involved in curriculum development so

that it runs according to plan [9]. This aim of this study was to analyze stakeholder responses to the Outcome Based Education (OBE) curriculum documents in the social sciences faculty of Medan State University.

2 Method

This type of research is qualitative descriptive research, which aims to systematically describe the facts and characteristics of the object or subject being studied. It is also research that attempts to describe and interpret objects according to what they are [10]. The research model used is evaluation research, namely collecting and analyzing data to prove the value and effectiveness of the curriculum [11]. The subjects in this research are Stakeholders defined as parties, cross-actors, or related parties, namely lecture, alumni, and graduate users for each department in the social sciences faculty of Medan State University. The result of this research will reveal the response of stakeholders to the Outcome Based Education (OBE) curriculum documents. Data analysis includes three stages, namely: data reduction, data presentation, interpreting data, and all the things that are the focus of research and conclusion [12].

3 Result and Discussion

Evaluation in the process of developing curriculum ideas and documents is carried out to get input regarding the suitability of curriculum ideas and designs for developing the quality formulated in the Graduate Competency Standards (SKL). Evaluation of the implementation is carried out to provide input on the process implementation of the curriculum to suit what has been designed in the document. Evaluation is a process of giving judgment about the value and meaning of something considered. So with that in mind, evaluating curriculum is a process of evaluating the overall curriculum well macro or broad scope (ideal curriculum) as well as scope micro (actual curriculum) in the form of learning. Curriculum assessment is conducted to assess the extent to which educational objectives are being met within a curriculum that is the subject of inquiry [13]. In order to enhance the functionality of the aforementioned application, The utilization of evaluation results in the present curricular program development facilitates required modifications, hence contributing to its constructive nature. 2) The obligation to be accountable to multiple stakeholders. The curriculum developer must establish a form of accountability towards several stakeholders. The aforementioned party effectively supports the advancement of curriculum creation initiatives, while also catering to the individuals who will ultimately utilize the resulting curriculum. The second objective is not perceived as an internal necessity, but rather as an external imperative. 3) Evaluation of the outcomes of development efforts The subsequent outcomes of curriculum development can manifest as responses to two potential inquiries: firstly, whether the new curriculum will be integrated into current systems or not. Furthermore, it is important to consider the manner in which the new curriculum will be effectively integrated into the current systems. In order to obtain the necessary information for addressing the question, it is necessary to engage in evaluative actions pertaining to the curriculum. There exist multiple perspectives concerning the stages involved in curriculum assessment, which typically encompass the following: planning, preparation, data collection, analysis, drawing conclusions, formulating suggestions, and applying the outcomes of the review.

Data collection in this study was carried out using several techniques, that is: 1) Documentation Study, conducted to obtain data completeness, appropriateness, and availability of data at the study program level according to assessment elements that will be carried out in curriculum evaluation. 2) Focus Group Discussion (FGD), to discuss completeness and suitability of data/documents in each study program with OBE curriculum indicators. Besides that, the OBE or Outcome-Based Education Curriculum is a curriculum that focuses on learning outcomes that are expected to be able to fulfill aspects of knowledge, skills, and attitudes according to social, economic, and cultural conditions. For that, we need suggestions and input from various good sources from the world of education as well as from the world of industry to give an overview of what competencies are needed by graduates at the moment. Curriculum harmonization is needed to meet the profile of graduates who do not only work in the field of education but can work in the industrial world.

To evaluate and develop the OBE curriculum content, an evaluation was carried out involving stakeholders. Socialization and Focus group discussions with stakeholders consisting of MGMP representatives, namely the Coordinator Geography MGMP North Sumatra, Coordinator of Vocational School MGMP Civic education Kota Medan, Coordinator of Vocational School History MGMP Kota Medan, and the Deputy Secretary of the MGMP Sociology-Anthropology Region I Kota Medan, Then the Head of the Deli Serdang Class I Geophysics Station, the Kontras Coordinator Kota Medan, Regional Advisory Board of the Indonesian Tourist Guide Association (DPD HPI), and General Chairperson of Hapsari (Indonesian Women's Union Association) Kota Medan.

Curriculum evaluation and development referred to in this research is the evaluation of OBE curriculum documents that have been formulated including the formulation of study program profiles, placement of courses in the curriculum structure or distribution of courses, suitability of courses to competencies and the needs of graduates, both teaching staff as well as the needs of the business world of industry (DUDI). Based on the results of the Focus Group Discussion (FGD) carried out, it was concluded that the stakeholder response to the Outcome Education (OBE) curriculum document was very good, the completeness of the OBE curriculum that had been prepared by each study program within the Faculty of Social Sciences, Medan State University was following graduates' needs. FIS Unimed graduates in the next 10 years, according to the needs scheme for each study program department, are divided into several focus professional fields as shown in the table.1:

Table 1. Identify Graduate Profiles According to the Job Market Needs Analysis of FIS Unimed Graduates

No	Departments /Study Program	Graduate Profile
1	Geography Education	<ol style="list-style-type: none"> 1. Researcher 2. Main Hydrographic Analyst 3. Principal Photogrammetry Analyst 4. Main Analysis of Geographic Information Systems 5. NGO
2	History Education	<ol style="list-style-type: none"> 1. Historical Researcher 2. Historical Writer 3. Museum Guide

		4. Cultural heritage actors
3	Civic Education	<ol style="list-style-type: none"> 1. Paralegal 2. Researcher in the field of civic education 3. Journalist 4. NGO activists 5. Book Writer 6. Anti-Corruption Counselor
4	Anthropology Education	<ol style="list-style-type: none"> 1. Researcher in the socio-cultural field 2. Social and cultural consultant 3. Cultural Tour Guide 4. Cultural preservation <ul style="list-style-type: none"> - Cultural Leader - Inventory - Documentation

From the table above, it can be concluded that graduates from FIS Unimed not only work as teachers but some graduates have careers in non-teaching professions, such as geography education graduates who become researchers, main analysts for hydrography, main analysts for photogrammetry, main analysts for geographic information systems, history graduates who become a Historical Researcher, History Writer and Museum Guide and so on, civic graduates who have careers as Paralegals, Researchers in the field of civic education, Journalists and others, as well as anthropology graduates who have careers as Social and Cultural Researchers, Social and Cultural Consultants, Cultural Tour Guides

Then, the distribution of courses from semester one to semester eight according to stakeholder responses is in a fairly good category, Proportion of courses in each semester a balance is made between theory and practice, especially in semesters 1 – 7. In the eighth semester, students no longer have burdened to take courses, on This semester Students just have to take it thesis. In fact to provide a perception of the placement of courses in the curriculum structure requires special study or research because apart from knowing the names of the courses presented in the curriculum structure, just the name is not enough. course only, but the scope of discussion that supports the achievement of competency needs to be truly understood. Stakeholders need sufficient time, and detailed knowledge of the graduate's achievements and course learning outcomes based on the competencies to be achieved in the graduate profile in the course distribution so that in positioning courses each semester one can comprehensively know the broad coverage of the courses for which achieve competency continuously over several semesters.

Furthermore, the suitability of the competencies formulated in the curriculum document with the courses according to stakeholders, because it is hierarchical and systematic. Course placement begins with national compulsory courses, college characteristic courses, faculty courses, and course study programs. Course placement also takes into account the level of course difficulty, student development level, field needs, etc. If we pay attention to the selection of courses to achieve the main graduate competencies following the characteristics of each department/study program, it is appropriate and good, but there are several inputs from stakeholders/resources related to the addition of courses and additional areas of focus so that comprehensively the selection of courses to achieve these competencies still does not meet

several competencies that are tailored to the graduate profile. The draft OBE curriculum is graduate-oriented, emphasizing bachelor competencies, namely the analysis, synthesis, and create levels. The formulation of Graduate Learning Outcomes (CPL) is derived from the graduate profile. The Comprehensive Proficiency Level (CPL) encompasses various components, including attitudes, general abilities, special skills, and knowledge. These components are developed in accordance with the descriptors outlined by the National Accreditation Board for Higher Education (SN-Dikti) and the Indonesian National Qualifications Framework (KKNI) at level 6, which corresponds to the undergraduate level. Based on KNNI Level 6; Graduate Learning Outcomes (Graduate CP), or Program Learning Outcome (PLO) to achieve the graduate profile of each Study Program formulated in four elements, namely: (1) Attitudes and Values; (2) Mastery of Knowledge (basic knowledge and applied knowledge), (3) General Skills and (4) Skills Special. Apart from that, the preparation of the Graduate CP also takes into account the Independent Learning Guide Independent Campus, DIKTI. Reviewed content of the course curriculum that appears has referred to the graduate profile and strengthening graduate competencies is included in elective courses. Meanwhile, for distribution, the course has taken into consideration the period The journey to complete the study is four years.

4 Conclusion

The stakeholder response to the OBE-based curriculum in each department/study program at the Faculty of Social Sciences, Universitas Negeri Medan has been good and is worthy of implementation. The draft OBE curriculum is graduate-oriented, emphasizing bachelor competencies, namely the analysis, synthesis, and create levels. The curriculum is relevant to the needs of students and is oriented towards the needs of graduates. Likewise with the needs of the business world and the industrial world.

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