How to Learn in the OBE Curriculum for Resilience and Adaptability

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Abstract. This article explores the concept of "Learning How to Learn" as an essential approach within the Outcome-Based Education (OBE) framework, emphasizing the development of resilience and adaptability in students. As education moves away from traditional models focused solely on knowledge acquisition, modern pedagogies stress the importance of equipping learners with the skills necessary to adapt to rapidly changing environments. By integrating Bloom's Revised Taxonomy and Systemic Functional Linguistics (SFL), the OBE curriculum fosters higher-order cognitive skills, metacognitive awareness, and linguistic flexibility. These frameworks enable learners to become independent thinkers who can adjust their learning strategies in response to new challenges. Furthermore, the role of educators is redefined from content providers to coaches, guiding students in developing critical thinking and problem-solving skills that extend beyond the classroom. This approach ensures that learners are prepared for academic success and equipped to navigate complex professional and social landscapes. Ultimately, the combination of "Learning How to Learn" within the OBE curriculum prepares students for lifelong learning in a dynamic world.

Keywords: Adaptability, Bloom's Revised Taxonomy, Learning How to Learn, OBE Curriculum, Systemic Functional Linguistics.

1 Introduction

The education landscape has undergone a profound transformation in the 21st century. Unlike in the past, when educators primarily disseminated knowledge through carefully prepared materials, students today are confronted with an ever-expanding repository of information that can be accessed instantaneously via digital technology. This rapid technological advancement has created a fundamental shift in how knowledge is acquired and utilized, rendering traditional classroom approaches that rely on static curricula insufficient to meet the demands of modern education.

Previously, educators played a central role in controlling the flow of information, often determining what was relevant and when it was taught. However, the exponential growth of information in today's interconnected world and the ability to access new real-time developments means that knowledge constantly evolves. For example, breakthroughs in science, technology, and social issues are updated minute by minute, making it impossible for educators to rely solely on pre-prepared teaching materials. As highlighted by Gosper and Ifenthaler (2014), the rise of web-based and mobile technologies allows students to access educational resources beyond the boundaries of the classroom, challenging traditional

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pedagogical models. Thus, education must now prioritize the development of skills that enable learners to navigate, evaluate, and apply information from these vast, ever-changing resources.

This shift calls for a reconceptualization of education, focusing less on knowledge retention and more on cultivating the ability to "learn how to learn" (Oakley & Sejnowski, 2018). As proposed by Outcome-Based Education (OBE), the focus must be on equipping students with competencies that are directly relevant to real-world applications, ensuring that they can adapt and thrive in professional settings. OBE emphasizes that students must achieve content mastery and demonstrate critical thinking, problem-solving, and adaptability—increasingly essential skills in today's workforce (Jantan, 2013).

Bloom's Revised Taxonomy and Systemic Functional Linguistics (SFL) offer valuable frameworks for addressing this educational paradigm shift. Bloom's Revised Taxonomy, focusing on higher-order cognitive processes such as analysis, evaluation, and creation, encourages learners to engage deeply with the material and apply it in dynamic contexts (Anderson & Krathwohl, 2001). This taxonomy supports the development of metacognitive skills, which allow students to regulate their learning, making it more flexible and adaptable to evolving knowledge.

At the same time, Halliday's Systemic Functional Linguistics (SFL) provides a linguistic framework that empowers learners to comprehend and produce language effectively across different contexts. By understanding how language functions to construct meaning, students can better navigate the diverse communicative demands they encounter in professional and academic settings (Halliday & Matthiessen, 2004). SFL encourages a deeper engagement with learning materials by emphasizing how language represents experiences, establishes relationships, and organises discourse, thus fostering adaptability in thought and communication. The convergence of these frameworks within an OBE structure facilitates a learning environment where students are not merely passive recipients of information but active participants in their learning process. As Oakley and Sejnowski (2018) argue, teaching students "how to learn" empowers them to take ownership of their education, utilizing available resources to develop a deep understanding of the subject matter while building essential lifelong learning skills. This approach prepares students for the complexities of the modern workforce and ensures they can continue to learn and adapt long after they leave the classroom.

The rapidly changing educational environment demands a shift from traditional knowledge delivery methods to a more dynamic, student-centred approach. The combination of Outcome-Based Education, Bloom's Revised Taxonomy, and Systemic Functional Linguistics provides a robust framework for achieving this shift, equipping learners with the resilience, adaptability, and critical thinking skills necessary for success in a constantly evolving world.

2 Literature Review

2.1 Outcome-Based Education (OBE): A Future-Oriented Curriculum

Outcome-Based Education (OBE) represents a paradigm shift in modern pedagogy, focusing on preparing learners to meet the demands of a rapidly evolving and unpredictable future. Unlike traditional educational models, which often emphasize the rote memorization of content, OBE is centred on developing specific, measurable outcomes that students are expected to achieve by the end of their learning experience. These outcomes encompass

subject-specific knowledge and broader competencies such as critical thinking, problem-solving, and interpersonal skills. As OBE recognizes the fast-paced growth of knowledge and technology, it stresses the importance of learners acquiring information and the adaptability and resilience needed to thrive in dynamic environments (Jantan, 2013).

One of the primary goals of OBE is to cultivate competencies that extend beyond academic content, focusing on the attitudes and behaviours students need to succeed in a constantly changing world. As Jaafar Jantan (2013) notes, OBE frameworks ensure that students are knowledgeable and capable of analyzing and applying information from diverse, often conflicting, sources. In this way, OBE aligns with the evolving needs of the professional world, where employees are expected to be adaptable, capable of critical thinking, and able to integrate new knowledge quickly into their work. Developing these competencies is especially critical in an era where technology is advancing at an unprecedented rate, and the shelf-life of specific knowledge and skills is shorter than ever.

At the heart of OBE is the recognition that knowledge and skill sets are constantly evolving due to the integration of advanced technology in all sectors of society. This reality underscores fostering resilient, intelligent, and adaptive attitudes. Students must be equipped with theoretical knowledge and the ability to apply their learning to real-world situations, adjusting their approaches as new challenges arise. Gosper and Ifenthaler (2014) emphasize that learners today must be prepared to continuously acquire and synthesize new information from various digital resources, applying it to ever-changing contexts in their professional and personal lives. OBE's emphasis on future-ready competencies directly responds to this need, ensuring learners are equipped to navigate the complexities of a globalized, technology-driven world.

The shift toward OBE involves a more student-centred approach, encouraging learners to take ownership of their educational journeys. This aligns with the concept of "learning how to learn," a skill set that has become increasingly relevant in a world where information is accessible at the click of a button. Oakley and Sejnowski (2018) argue that students must develop metacognitive abilities—learning to assess their learning processes and make adjustments when necessary. OBE facilitates this by creating an educational environment where outcomes are not confined to content mastery but extend to developing the learner's ability to adapt, learn independently, and approach problems with resilience and flexibility.

Integrating technology into the learning process is critical in supporting OBE’s future-oriented focus. With the vast availability of online learning tools and resources, students are no longer restricted to static classroom materials. Still, they can instead access the most up-to-date information, sometimes in real time. As a result, they are better equipped to engage with new ideas and challenges, enhancing their ability to think critically and solve problems. In this regard, OBE creates a learning environment that mirrors the realities of the modern workforce, where continuous learning and adaptability are key to success.

Outcome-based education (OBE) is a forward-looking approach that prepares students to meet future challenges confidently and quickly. By focusing on developing competencies such as resilience, critical thinking, and adaptability, OBE ensures that learners are equipped with knowledge and can thrive in a world where information and technology constantly evolve. As educational paradigms shift in response to technological advancements, OBE provides a well-suited framework to foster the attitudes and competencies needed to succeed in the 21st century.

2.2 Bloom's Revised Taxonomy: Building Cognitive, Affective, and Psychomotor Skills

Bloom's Taxonomy has long been a foundational framework for classifying educational objectives. Initially developed by Benjamin Bloom and his colleagues in 1956, the taxonomy categorized learning into cognitive levels, ranging from basic knowledge recall to more complex processes such as evaluation and synthesis. However, as education and society have evolved, so too have our expectations of learners. In response to these changes, Anderson and Krathwohl (2001) revised Bloom's original taxonomy to reflect the demands of 21st-century education better. This revision introduced a crucial metacognitive dimension that emphasizes learners' awareness of their cognitive processes, thus enabling them to take greater control over their learning journeys (Anderson & Krathwohl, 2001). This shift aligns directly with "learning how to learn," emphasising content mastery and developing cognitive, affective, and psychomotor skills that allow learners to adapt to new and dynamic environments.

The Revised Bloom's Taxonomy identifies six core cognitive processes: remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). These cognitive skills, particularly when integrated within an Outcome-Based Education (OBE) framework, encourage students to engage deeply with the material, analyze it critically, and apply it in diverse contexts. However, Bloom's Revised Taxonomy goes beyond the cognitive domain; it also recognizes the importance of the affective and psychomotor domains in learning. As educational goals increasingly emphasize the development of well-rounded individuals who are knowledgeable, emotionally intelligent, and capable of practical action, these domains become essential in understanding how students "learn how to learn" holistically.

2.2.1 Cognitive Skills and Metacognition

Bloom's Revised Taxonomy fosters higher-order cognitive skills and provides a clear roadmap for developing metacognitive abilities. These abilities are essential in "learning how to learn," allowing students to reflect on their learning processes and make informed decisions about approaching tasks. For example, when students engage in activities such as making logbook entries, conducting research, or leading group projects, they must continually assess and adjust their strategies to ensure they effectively meet learning objectives. Metacognition empowers learners to recognize when they need to shift from one strategy to another, improving their ability to adapt to new challenges (Anderson & Krathwohl, 2001).

By engaging with higher-order cognitive processes such as analysis, evaluation, and creation, learners can tackle complex problems and think critically about the material they encounter. These skills are not limited to theoretical learning but are directly applicable to practical tasks, such as conducting a mini-research project or facilitating a team-based initiative. Through critical evaluation, learners develop resilience and flexibility, which are essential for navigating the uncertainties of both academic and professional environments (Krathwohl, 2002). In this way, Bloom's Revised Taxonomy supports the development of lifelong learners capable of continuously learning, unlearning, and relearning as required by the fast-paced advancements in technology and knowledge.

2.2.2 Affective Skills and Emotional Intelligence

In addition to cognitive skills, Bloom's Revised Taxonomy also includes the affective domain, which focuses on attitudes, emotions, and values. The affective domain plays a critical role in "learning how to learn," students must develop emotional resilience to persist through challenges and setbacks and the interpersonal skills needed to collaborate effectively with others (Krathwohl, 2002). Activities such as group discussions, focus group discussions (FGD), and team-based projects require cognitive engagement and emotional intelligence. Students must navigate interpersonal dynamics, manage conflict, and motivate their peers—skills increasingly valued in the modern workplace.

For instance, when students lead team projects, they must draw on affective skills such as empathy, patience, and motivation to ensure that the group works cohesively towards shared goals. Though often categorized as "soft" skills, these skills are essential in the modern workforce, where collaboration and emotional intelligence are key drivers of success. As students develop their ability to manage their own emotions and influence the emotions of others, they become more effective learners and leaders (Krathwohl, 2002).

2.2.3 Psychomotor Skills and Practical Application

The psychomotor domain, often overlooked in traditional academic settings, is equally important in the "learning how to learn" process. Psychomotor skills involve the physical execution of tasks, often requiring a combination of cognitive and affective input. In today's educational landscape, students are frequently tasked with applying theoretical knowledge to practical scenarios, such as conducting hands-on research, developing engineering prototypes, or executing creative projects. These activities require cognitive and affective engagement, psychomotor coordination, and execution (Bloom et al., 1956).

For example, when students participate in mini-research projects or conduct experimental designs, they must integrate knowledge from various domains and apply it practically and hands-only. Such tasks require both cognitive planning and the physical execution of complex processes. Similarly, leading team-based initiatives often requires students to manage the practical aspects of project execution, from coordinating schedules to delivering final presentations. In this way, psychomotor skills are critical for ensuring learners can translate theoretical knowledge into concrete action.

Bloom's Revised Taxonomy provides a comprehensive framework for fostering "learning how to learn" by addressing the cognitive, affective, and psychomotor domains. By engaging with these three domains, learners develop the full skills needed to succeed in a rapidly evolving world. The emphasis on metacognition, emotional intelligence, and practical application ensures that learners are knowledgeable, adaptable, resilient, and capable of continuous learning. In the context of Outcome-Based Education, Bloom's Revised Taxonomy supports the development of learners who are prepared to navigate the complexities of modern life and work environments.

2.3 Systemic Functional Linguistics (SFL) and Adaptability

Systemic Functional Linguistics (SFL), originally developed by M.A.K. Halliday and later expanded by Christian Matthiessen, offers a robust framework for understanding how language functions within various social contexts. SFL transcends traditional grammar, which typically focuses on the static structures of language, and instead emphasizes the functional use of language based on its context. This dynamic perspective is particularly valuable in modern education, where learners must adapt to rapidly changing academic, professional, and social environments. SFL encourages learners to be linguistically flexible, enabling them to effectively navigate various communicative situations by focusing on meaning and context rather than being bound by rigid language rules (Halliday & Matthiessen, 2014).

One of SFL's key educational contributions is its emphasis on linguistic adaptability. In contrast to prescriptive approaches that prioritize grammatical correctness, SFL teaches students to focus on how language functions according to the communicative context. This adaptability is essential in the modern era of rapid technological and social change, where learners must adjust their communication strategies to suit different audiences and contexts. Halliday and Matthiessen (2014) highlight that language is a resource for making meaning, and this process is inherently shaped by the social and cultural contexts in which communication occurs. By focusing on how language operates within these contexts, students develop the ability to adapt their language use as situations change.

This flexibility is especially relevant within the framework of Outcome-Based Education (OBE), which emphasizes real-world competencies over static knowledge. As learners encounter a variety of professional and academic settings, they must be able to apply language flexibly and appropriately within each unique context. This does not just involve mastering the rules of grammar and learning how to manipulate language to achieve specific communicative goals. For example, students might need to switch between formal academic writing and conversational styles depending on whether they are writing a research paper or engaging in workplace communication. This ability to shift communication styles depending on the context is central to SFL's approach (Halliday & Matthiessen, 2014).

SFL is structured around three core metafunctions—ideational, interpersonal, and textual—forming a comprehensive model for understanding and developing linguistic adaptability. These metafunctions closely align with the goals of OBE, which seeks to equip students with the diverse communication skills they need in their academic and professional lives.

a. Ideational Metafunction
   This metafunction focuses on how language represents experiences and constructs meaning. In educational settings, the ideational metafunction helps students comprehend and express complex ideas by using language to convey relationships, processes, and actions. For instance, the way a student explains a scientific process in a research paper will differ from how they explain the same process in a business report, even though the content may be similar. Understanding this context-based shift in language use is crucial for adapting to various communicative environments (Halliday & Matthiessen, 2014).
b. Interpersonal Metafunction
   The interpersonal metafunction concerns how language interacts with others, conveys attitudes, and establishes relationships. In a globalized world, where students increasingly engage with diverse audiences, adapting language to manage relationships is critical. This involves understanding the content of what is being

communicated and being sensitive to how it is communicated—such as tone, formality, and nuances of politeness and authority. For example, students may need to adjust their language when addressing a professor academically versus collaborating with peers on a group project. Mastery of the interpersonal metafunction equips students to navigate these interactions successfully by adapting their language to suit different communicative demands (Halliday & Matthiessen, 2014).

c. Textual Metafunction
The textual metafunction relates to how language is organized to create cohesive and coherent texts. This skill is vital for students who must adapt their communication across various platforms and formats, whether writing academic papers, business reports, or delivering presentations. By understanding the textual metafunction, students learn to structure their communication effectively, ensuring that their ideas are clear and accessible to the audience, regardless of the medium. This adaptability is especially important in professional settings, where students must often tailor their writing to different genres, such as technical manuals or marketing materials (Eggins, 2004; Halliday & Matthiessen, 2014).

SFL's focus on the functional aspects of language equips students with the adaptability they need to succeed in diverse communicative environments. By shifting the focus from rigid grammatical rules to a dynamic understanding of language in context, SFL encourages a flexible approach to communication that is essential for navigating the demands of modern life. This adaptability is particularly important for students transitioning from academic settings to professional roles, where they must communicate effectively across various contexts, audiences, and purposes.

Systemic Functional Linguistics supports the broader goals of Outcome-Based Education by providing students with the linguistic tools they need to navigate complex and evolving environments. The adaptability fostered by SFL ensures that learners understand language and tailor their communication strategies to meet the ever-changing demands of the real world. By focusing on context-driven language use, SFL prepares students to engage meaningfully with the rapidly shifting landscapes of both academia and the professional sphere.

3 Result and Discussion

3.1 "Learning How to Learn": Building Resilience and Adaptability

"Learning how to learn" is a simple yet transformative approach that empowers students to take control of their educational journeys. In contrast to traditional methods of instruction, where learners are passive recipients of information, this approach shifts the focus to developing the skills needed for independent learning. The role of teachers and lecturers evolves from being the primary source of knowledge to that of facilitators or coaches, guiding students through the learning process and helping them build the resilience and adaptability necessary to thrive in an ever-changing world. However, this does not diminish the importance of teachers and lecturers as key resources. As subject matter experts, they serve as knowledgeable sources who can address crucial questions from students, ensuring that learners trust the teacher's mastery of the material. This role reassures students that they are learning from someone with a comprehensive understanding and depth of the subject (Oakley & Sejnowski, 2018).

At its core, "learning how to learn" encourages students to engage actively in their learning process, making education more akin to a workshop or seminar where they are responsible for their development. Teachers and lecturers serve as coaches, providing guidance and expertise but ultimately placing the responsibility for learning in the hands of the students themselves. This approach emphasizes the importance of critical thinking, self-reflection, and the ability to adapt learning strategies in response to new challenges—skills that are essential not only in academic settings but also in professional and personal contexts (Anderson & Krathwohl, 2001; Halliday & Matthiessen, 2004).

3.2 Metacognition and Independent Learning

Central to "learning how to learn" is the development of metacognitive skills, which enable students to reflect on their learning processes and adjust their strategies accordingly. In an educational environment grounded in Outcome-Based Education (OBE), the goal is not simply to impart knowledge but to equip students to learn independently. By fostering metacognitive awareness, educators help students develop the tools to assess their learning progress, recognize when adjustments are needed, and implement changes to improve their understanding (Anderson & Krathwohl, 2001). This aligns with Bloom's Revised Taxonomy, which strongly emphasises higher-order thinking skills such as analysis, evaluation, and creation—skills critical for adapting to new and unfamiliar situations.

Through activities such as making logbook entries, engaging in Focus Group Discussions (FGD), conducting mini research projects, or leading team-based initiatives, students actively participate in the learning process, learning how to learn by doing. These activities help them internalize subject matter and foster the development of critical thinking and problem-solving skills, enabling them to apply their knowledge in real-world contexts. The ability to reflect on and adapt learning strategies in response to new challenges is key to succeeding in academic and professional settings (Krathwohl, 2002). As a result, students become lifelong learners who are not dependent on educators to guide every step of their learning journey.

3.3 Adaptive and Resilient Learning

Incorporating Bloom's Revised Taxonomy and Systemic Functional Linguistics (SFL) into the OBE framework ensures that students develop the critical thinking, adaptability, and resilience needed to succeed in an increasingly complex and dynamic world. These educational frameworks work together to foster knowledge acquisition and the capacity to apply that knowledge in new and challenging contexts. As noted by Halliday and Matthiessen (2004), SFL teaches students to approach language as a tool for meaning-making, which can be adapted to various social and professional settings. This ability to adapt language and communication strategies to different contexts is a critical skill in today's globalized and rapidly changing workforce.

Moreover, the resilience gained through learning how to learn is a crucial component of modern education. As students encounter difficulties and setbacks, they must learn to persevere and adjust their strategies to overcome them. This resilience, fostered by cognitive and affective learning processes, prepares students for the realities of professional life, where they will inevitably face obstacles that require flexible and adaptive responses (Krathwohl,

2002). By learning to navigate these challenges, students become better equipped to handle the uncertainties of the future, developing both the technical skills and the emotional intelligence needed for long-term success.

3.4 The Role of the Teacher as a Coach

In this model, the teacher or lecturer transforms from a knowledge provider to a coach who guides students in navigating their learning paths. This shift aligns with OBE's focus on achieving measurable outcomes, where students are expected to demonstrate content mastery and the ability to think critically, collaborate effectively, and apply their knowledge in real-world situations (Jantan, 2013). As coaches, educators help students identify their strengths and weaknesses, offering feedback and support but encouraging students to take ownership of their learning process.

This approach also fosters a more dynamic and interactive classroom environment. Rather than relying solely on lectures and passive learning, students are encouraged to engage in collaborative activities such as group discussions, team-based projects, and peer review sessions. These activities simulate real-world scenarios, allowing students to practice the skills they need in their professional lives, such as teamwork, problem-solving, and effective communication (Halliday & Matthiessen, 2004). By integrating these practical learning experiences into the curriculum, educators help students internalize learning how to learn, preparing them for a lifetime of continuous growth and development.

"Learning how to learn" is a simple yet powerful concept that can revolutionize students' engagement with their education. Shifting the focus from passive knowledge absorption to active learning empowers students to become independent, adaptable, and resilient learners. By integrating Bloom's Revised Taxonomy, Systemic Functional Linguistics, and Outcome-Based Education, educators can create learning environments that prepare students for academic success and the complexities of the modern workforce. As students take ownership of their learning processes, they develop the critical thinking, adaptability, and resilience needed to thrive in an ever-changing world.

4 Conclusion

"Learning how to learn" is pivotal in modern education, emphasizing developing cognitive, affective, and psychomotor skills necessary for students to become adaptive and resilient learners. By integrating Bloom's Revised Taxonomy and Systemic Functional Linguistics (SFL) within the Outcome-Based Education (OBE) framework, students are equipped with critical thinking, problem-solving, and adaptability skills, ensuring they can navigate complex academic and professional landscapes. The role of educators shifts from being mere knowledge providers to becoming coaches and guides, fostering independent learning and encouraging students to take ownership of their educational journeys. Ultimately, this approach prepares learners for a rapidly evolving world where continuous learning and flexibility are essential for success.

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