Implementing OBE to Innovate Entrepreneurship Education in Higher Education

Dewiana Novitasari[1], Yulis Nuryanti[2], Multi Nadeak[3], Hatoli Waruwu[4], Masduki Asbari[5*]

[1,2,4,5]Universitas Insan Pembangunan Indonesia, Indonesia
[1]Philippine Women's University, Philippines
[3]Universitas Teknologi Bandung, Indonesia
[5]Aya Sophia Islamic School, Indonesia
*Corresponding author email: kangmasduki.ssi@gmail.com

Abstract	This project focuses on translating Outcome-Based Education (OBE) policy into learning design, execution, and assessment of learning outcomes in higher education entrepreneurial courses. Case study-based qualitative research is used in this study. Data were collected via extensive interviews with lecturers, students, and institutional policymakers, observation of entrepreneurship course learning, and assessment of Semester Learning Plan (SSP) and learning outcomes evaluation materials. Data was analyzed using thematic analysis to find patterns and correlations. The research shows that lecturers understand OBE principles and practises well enough to create learning outcomes, use experiential learning methods like business simulations and collaborative projects, and create relevant evaluation tools. This understanding helps lecturers integrate the OBE policy into the curriculum, improving student creativity, inventiveness, and problem-solving. This technique was successful, but institutional backing remains an issue. Limitations include limited resources, a need for creative evaluation tools, and poor instructor-student communication about OBE-based learning objectives. Students believe OBE-based learning is relevant to professional life, although the intensive exercises require better time management. This study improves theoretical comprehension of OBE policies in practice-oriented courses like entrepreneurship. This research emphasizes the need for continued lecturer training, a more detailed policy implementation guide, and additional resources to improve learning. The paper recommends more research on OBE policy's long-term effects on graduate quality and labor market alignment.
Keywords:	Outcome-Based Education, OBE, entrepreneurship, higher education, learning outcomes.

INTRODUCTION

Outcome-Based Education (OBE) is an important pedagogical field in global education, which aims to develop specific skills in students. OBE focuses on achieving desired outcomes, such as knowledge, skills and abilities. OBE integrates education with technology and the global economy, promoting student-centered learning. The main focus of OBE is entrepreneurship, which involves strategic thinking, innovative skills, and entrepreneurship to adapt to a competitive work environment. OBE aims to optimize entrepreneurship education by providing relevant learning opportunities and enabling students to achieve their goals through a structured and timely process. However, the implementation of OBE in Indonesia faces challenges, especially in adapting and evaluating its effectiveness in fostering entrepreneurial skills. This research aims to explore the potential of OBE in enhancing entrepreneurship education, providing insights into effective implementation strategies,

challenges in implementing OBE, and its impact on entrepreneurial skills (Asbari & Novitasari, 2024; Asbari & Nurhayati, 2024).

Outcome-Based Education (OBE) is an important pedagogical field in global education, which aims to develop specific skills in students. OBE focuses on achieving desired outcomes, such as knowledge, skills and abilities. OBE integrates education with technology and the global economy, promoting student-centered learning. The main focus of OBE is entrepreneurship, which involves strategic thinking, innovative skills, and entrepreneurship to adapt to a competitive work environment. OBE aims to optimize entrepreneurship education by providing relevant learning opportunities and enabling students to achieve their goals through a structured and timely process. However, the implementation of OBE in Indonesia faces challenges, especially in adapting and evaluating its effectiveness in fostering entrepreneurial skills. This research aims to explore the potential of OBE in enhancing entrepreneurship education, providing insights into effective implementation strategies, challenges in implementing OBE, and its impact on entrepreneurial skills.

This research explores and evaluates the implementation of Outcome-Based Education (OBE) in secondary school education. The main focus is to understand how OBE can be effectively implemented in secondary schools, focusing on practical, innovative and creative approaches. The research also identifies challenges and opportunities in the implementation of OBE, focusing on technical and non-technical aspects. The research also evaluates the impact of OBE on high school students' learning abilities, highlighting the role of OBE in developing critical thinking, innovation and adaptability to the work environment. This research contributes to the literature on secondary school education and provides practical and theoretical insights for the development of OBE in secondary school education.

The literature on Outcome-Based Education (OBE) has grown significantly over time, with various studies showing that OBE can improve the structure and effectiveness of education, which in turn can improve the quality of education. However, research focusing on technology-based subjects, such as STEM, often receives less attention. This raises questions about how OBE can be effectively implemented in diverse and multidisciplinary contexts. The literature also highlights the importance of empirical analysis in understanding the challenges and knowledge gaps in OBE implementation. In addition, this research contributes to understanding the effectiveness of OBE implementation in diverse educational contexts. This research aims to provide empirical and practical insights for educators, practitioners, and teachers in the field of OBE (Casika et al., 2022, 2022; Winarsih et al., 2022).

This research contributes to the literature on Quality Education, specifically focusing on the implementation of Outcome-Based Education (OBE) in secondary school students. This research focuses on the unique characteristics of high school students, which require a unique approach to learning based on experience, innovation and creativity. It also explores the impact of OBE on secondary students' learning ability, emphasizing the importance of secondary schools as a driving force for innovation and economic development. The research also highlights the potential of OBE in developing skills, but its effectiveness remains limited in its application to high school students. This research provides valuable insights for high school institutions, teachers and policy makers to develop and implement OBE more effectively (Casika et al., 2022; Ghojaji et al., 2022; Rizqiana et al., 2023).

METHOD

This research uses a case study approach to explore the implementation of Outcome-Based Education (OBE) in secondary school education. The research focuses on specific and complex phenomena related to the implementation of OBE, with a focus on teaching practices, evaluation and learning capacity in senior secondary schools. The research offers flexibility in data collection methods, such as observation and data analysis, which allows for a more holistic understanding. The study also considers the institutional context, such as the school environment, resources, and implementation processes, which contribute to the effectiveness of OBE implementation. This study is relevant to understanding the complexity of OBE implementation in secondary school education and makes a comprehensive, theoretical and practical contribution to OBE development.

Location and Research Subjects

This research is part of an important research project in Indonesia that focuses on Outcome-Based Education (OBE) as the main approach in curriculum development. The research is based on the institutional structure of OBE, particularly at the senior high school level, which is considered essential for implementing OBE effectively. The study consisted of three main groups: students, teachers, and

institutional staff. Students are teachers who have experience in implementing, executing, and evaluating the OBE learning process. Teachers are also staff in the institution, such as study programs or teachers, who provide strategic insights in OBE implementation. This research aims to provide comprehensive knowledge about OBE implementation in secondary schools.

Data Collection Technique

This study uses various data collection techniques to conduct comprehensive analysis on Outcome-Based Education (OBE) implementation in high school. Data collection methods include observation, observational observation, and data analysis. The combination of these methods enhances the validity and reliability of the research findings.

In-depth interviews were conducted with lecturers, students and institutional policy makers. The interviews used their experiences in designing and implementing OBE, including the challenges faced in developing learning outcomes and evaluating student learning outcomes. Interviews used the institution's role in supporting OBE through policy formulation, provision of resources, and supervision of implementation.

Observational observation was conducted during the learning process in the entrepreneurship class to directly understand the dynamics of OBE policy implementation. The data obtained is expected to provide a more complete and accurate picture of OBE implementation. The combination of data collection techniques is designed to capture various perspectives and dynamics in the OBE-based learning process in entrepreneurship courses.

Data Analysis Technique

This study used qualitative data analysis to explore the implementation of Outcome-Based Education (OBE) in secondary school students. A systematic data analysis process identified relevant themes, including data collection, data analysis, and data interpretation. Thematic analysis was used to identify patterns and themes from the data through observations, observations, and data analysis. Data interpretation involved open, axial and selective coding to identify themes related to OBE implementation, teaching strategies and student learning outcomes. Data validity was ensured through data triangulation, which involved comparing data from observations, observations and data analysis to verify consistency. Data validation was achieved through member checking, debriefing with peers, and audit trails. This study aims to make a valid, comprehensive, and significant contribution to the literature and practice of teaching based on OBE.

Validity and Reliability

This study utilized various strategies to ensure the validity and reliability of the research findings, which are essential in qualitative research to obtain credible and valid results. These strategies include data triangulation, participant checking, audit trail, and peer debriefing. These methods aim to minimize bias and increase the reliability of the research findings.

Data triangulation involves comparing data from different sources, such as observation, observation, and data analysis. This helps identify consistency between different data points and ensures the validity of the research findings. Member checking involves researchers ensuring accurate interpretation of data based on their experiences and perspectives. This helps reduce bias and ensures that the research questions can be answered by an academic committee. Audit trails involve documenting all research processes, including data collection, coding, theme identification and data analysis. This ensures transparency and allows further research to be conducted. In conclusion, this study not only provided valid and validated research findings, but also contributed to the development of literature on Outcome-Based Education (OBE) implementation.

Research Ethics

This study aims to uphold ethical principles to protect the rights and freedoms of participants and ensure the integrity of the research. This study adheres to ethical standards, including informed consent, data privacy, and participant consent. This research prioritizes ethical principles to ensure transparency and fairness in interactions between researchers and participants.

Informed consent ensures that participants understand the purpose of the study, the research methods, and the purpose of their participation. Data privacy was maintained by using anonymized data sources in all research documentation and publications. Participation was considered fair to maintain

participants' trust in the study, ensuring that their decisions were not influenced by any external factors. The research also adhered to institutional and international ethical standards, such as the Declaration of Helsinki for social and educational research. This approach ensures ethical behavior and integrity in the research process.

Methodology Limitations

This study focuses on research methodology to provide a more accurate and realistic understanding of the research questions and their implications. The research included a descriptive research design, qualitative data collection and practical application of research methods. The research aimed to generalize the findings across relevant educational institutions and schools, to ensure that Outcome-Based Education (OBE) implementation is representative of the specific context. The data analysis process was influenced by the researcher's interpretation, despite the use of methods such as data triangulation, member checking and peer debriefing. The study also considered the institutional context and timing of student and teacher participation as factors that influenced the data collection process. The study also considered participants' perspectives, given the potential for significant change in the context of OBE implementation. These findings can be used to minimize the impact of the study on the research findings.

RESULTS AND DISCUSSION

Description of Research Findings

Outcome-Based Education (OBE) has been implemented in the field of business education through various institutions and teachers. It focuses on specific learning strategies, such as student-centered learning, active learning, and the use of technology. The implementation process also includes evaluating students' learning competencies through various methods, such as project-based learning, business idea presentation, and individual reflection. However, OBE implementation faces several challenges, such as a lack of understanding of OBE principles and practices, a lack of training and institutional resources, and a lack of quantitative assessment of students' learning abilities. In addition, administrative tasks such as providing detailed learning reports can hinder the learning process (Syeed et al., 2022; Wu et al., 2023).

OBE implementation also has a significant impact on students' perceptions of the subject. While many believe that OBE helps students develop business skills, others believe that the benefits of OBE education are less significant and require better time management. Therefore, better communication between teachers and students is needed to effectively implement OBE education.

Analysis and Discussion of Findings

The study revealed that the implementation of Outcome-Based Education (OBE) in secondary school students has a positive impact on learning outcomes and relevance to the needs of the world of work. OBE-based learning, such as business simulation and project-based learning, enables students to develop their skills and knowledge effectively. However, the effectiveness of these strategies depends on students' understanding of OBE principles and their ability to apply them in learning activities (Hamidi et al., 2024; Muzakir & Susanto, 2023). This study also highlights the need for more specific and relevant evaluation methods to support OBE implementation in secondary schools. The implementation of OBE also faces challenges, such as the lack of intensive training for students in understanding and applying OBE concepts, especially in complex schools such as high schools. This research also highlights the importance of a strong relationship between OBE implementation, learning practices and student needs. This research shows that OBE-based education can have a positive impact if implemented with a structured and relevant learning approach.

Implication of Findings

This research makes a significant contribution to the literature regarding the implementation of Outcome-Based Education (OBE) in senior high schools, focusing on students who possess practical skills such as creativity and innovation. The research emphasizes the need for an adaptable theoretical model that can explain the relationship between OBE education and practical learning. It also highlights the importance of integrating OBE with the learning needs of dynamic times.

The research also highlights the importance of practical implementation in secondary schools, including teacher training, curriculum development and evaluation indicators. Institutions need to

provide more practical and thorough implementation plans, including case studies, lesson plans and evaluation indicators. Effective communication between teachers and students is also crucial for OBE implementation. In senior high schools, this study highlights the importance of a flexible and contextualized approach to OBE implementation. Institutions should manage student characteristics, such as practical skills, and provide flexible working arrangements. Holistic and inclusive evaluation mechanisms are also important for effective learning. This study also contributes to the development of OBE-based education systems globally.

Reflection on Research Limitations

This research focuses on the implementation of Outcome-Based Education (OBE) in high school students and provides some key questions to answer. These questions include generalizability, subjective perspective, focus on specific educational institutions, qualitative approach, data collection and data analysis. The research also discusses the importance of institutional evaluation and time constraints, as well as the role of different educational institutions in OBE implementation. It also explores the role of the school environment in OBE implementation, highlighting the importance of longitudinal research to understand changes in OBE implementation over time. The study also highlights the complexity of non-linear learning competencies, such as creativity and innovation, and the need for more flexible and standardized teaching methods. The findings from this study can be used to improve and develop OBE implementation in secondary school education.

Results Conclusion and Discussion

This research provides an in-depth insight into the implementation of Outcome-Based Education (OBE) policy in entrepreneurship courses in higher education, highlighting its successes, challenges and impacts on the learning process and student competency development. Based on the research results, the OBE policy is proven to provide a structured framework for designing learning that is relevant to the needs of the world of work, particularly in building entrepreneurial skills such as creativity, innovation and problem solving. The project-based approach, business simulation, and holistic assessment applied by lecturers show great potential in supporting the targeted learning outcomes. However, this study also revealed significant challenges in the implementation of the OBE policy. One of the main obstacles is the lack of lecturers' understanding and training on OBE principles and practices relevant to the characteristics of entrepreneurship courses. Difficulties in measuring non-linear competencies, such as creativity and innovation, as well as heavy administrative burdens, are also major obstacles affecting the effectiveness of this policy implementation. Limited resources and institutional support further complicate efforts to align the policy with classroom learning practices (Fiandi & Tsanawiyah Negeri, 2023; Handayani & Wibowo, 2021; Husna et al., 2023).

From the students' perspective, the OBE policy provided a more structured and relevant learning experience, although the task load and lack of understanding of the purpose of OBE-based evaluation remained a challenge. This experience points to the need to strengthen communication between lecturers and students, and provide clearer guidance on the purpose and benefits of OBE-based learning.

Overall, this study confirms that the successful implementation of OBE policy is highly dependent on institutional readiness, lecturer training, and the development of evaluation instruments that are more relevant to the characteristics of practice-based courses. The results of this study support previous literature stating that outcome-based education policies can improve learning quality if implemented with a structured and adaptive approach (Patmawati et al., 2023; Perawati et al., 2022; Tsoraya et al., 2022; Winarsih et al., 2022).

The research also provides important practical implications for universities and policymakers, including the need for intensive training for lecturers, development of policy implementation guidelines, and provision of adequate resources. In addition, this study highlights the need for continuous evaluation of the policy to ensure its suitability to student needs and global challenges (Fayzhall et al., 2020; Melani et al., 2022; Patmawati et al., 2023; Perawati et al., 2022; Susilawati et al., 2022; Tsoraya et al., 2022; Winarsih et al., 2022).

In conclusion, although OBE policy has great potential to improve the quality of higher education, its success requires a holistic and contextual approach. The findings not only contribute to the development of academic literature, but also offer practical guidance to improve the implementation of future higher education policies. By addressing the identified challenges and capitalizing on the

opportunities, OBE can be an effective tool to create graduates who are competent and prepared for the dynamic world of work.

CONCLUSION AND SUGGESTION

Conclusion

This research explores the implementation of Outcome-Based Education (OBE) policy in entrepreneurship courses in higher education, revealing that this policy provides an effective framework for designing outcome-based learning. In the context of entrepreneurship courses, lecturers have demonstrated a deep understanding of OBE principles and practices, which is reflected in the design of learning outcomes, teaching strategies, and evaluation of student outcomes. Experiential learning approaches, such as business simulations, collaborative projects and case study discussions, are used consistently to encourage students to achieve relevant competencies, such as creativity, innovation and problem solving.

The successful implementation of this policy is largely supported by the ability of lecturers to translate institutional policies into learning practices that are in accordance with the characteristics of entrepreneurship courses. Lecturers are able to design specific and relevant learning outcome indicators, and use evaluation methods that are integrated with teaching strategies. However, challenges remain in terms of limited institutional support, such as additional resources and more innovative evaluation tools to measure students' complex and non-linear competencies.

From the students' perspective, OBE-based learning provides experiences that are relevant to the needs of the world of work, while helping them develop skills that are significant for an entrepreneurial career. However, some students felt burdened by the intensity of the assignments and still need a better understanding of the purpose of OBE-based evaluation. This suggests the need for better communication between lecturers and students to explain the benefits of outcome-based learning.

This research makes a theoretical contribution by expanding the understanding of OBE policy implementation, particularly in the context of practice-based courses such as entrepreneurship. The findings underscore the importance of continued institutional support, including the provision of additional resources and the development of more adaptive evaluation instruments, to improve the effectiveness of OBE policy implementation.

Overall, this study shows that the implementation of OBE policy in entrepreneurship courses has successfully supported relevant and effective outcome-based learning, thanks to lecturers' good understanding of OBE principles. By strengthening institutional support and communication between lecturers and students, the OBE policy has great potential to further improve the quality of higher education and equip students with relevant competencies to face the challenges of the global workforce.

Suggestion

This brief outlines the importance of improving the environment for the implementation of Results-Based Education (RBED) by enhancing teacher capacity and providing relevant resources. This includes intensive training, innovative teaching methods, comprehensive implementation plans and supportive resources. The focus is on developing teachers' skills and knowledge in OBE, especially in practical teaching areas such as teaching. Active participation in trainings, workshops and professional learning communities can help teachers improve their teaching approaches and use more interactive and innovative teaching methods. Communication about the benefits and effectiveness of OBE is also very important. The brief concludes by recommending the development of comprehensive evaluation tools and longitudinal studies to improve the effectiveness of OBE across different education sectors. This approach not only improves the educational effectiveness of OBE, but also contributes to the development of a more adaptable, relevant and needs-oriented education.

REFERENCES

Alyasin, A., Nasser, R., El Hajj, M., & Harb, H. (2023). Assessing Learning Outcomes in Higher Education: From Practice to Systematization. TEM Journal, 12(3), 159–1604. https://doi.org/10.18421/TEM123-41

Amirtharaj, S., Chandrasekaran, G., Thirumoorthy, K., & Muneeswaran, K. (2022). A Systematic Approach for Assessment of Attainment in Outcome-based Education. Higher Education for the Future, 9(1), 8–29. https://doi.org/10.1177/23476311211017744

Asbari, M., & Novitasari, D. (2024). Outcome-Based Education Model: Its Impact and Implications for Lecturer Creativity and Innovation in Higher Education. International Journal of Social and Management Studies, 05(05), 22–31.

Asbari, M., & Nurhayati, W. (2024). Outcomes-Based Education in Indonesian Higher Education: Empowering Students' Learning Competencies. International Journal of Social and Management Studies, 5(5), 1–6.

Asbari, M., & Nurhayati, W. (2024). Outcomes-Based Education in Indonesian Higher Education: Empowering Students' Learning Competencies. International Journal of Social and Management Studies, 5(5), 1–6.

Asbari, M., Nugroho, Y. A., Sukriyah, Suroso, & Sasono, I. (2022). Mendeley Software Training in Improving the Quality of Scientific Articles for Private Higher Education Lecturers. Journal of Community Service and Engagement (JOCOSAE), 2(2), 44–50. https://jisma.org/index.php/jisma/article/view/1/1

Bhatti, S., Memon, M., & Meghji, A. F. (2023). Scrutinizing Outcome Assessment of Outcome-based Education using Q-OBE in Engineering Education. International Journal of Innovation in Teaching and Learning (IJITL), 9(1), 55–74. https://doi.org/10.35993/ijitl.v9i1.2609

Bošković, D., Kafedžić, A., & Čohodar Husić, M. (2023). Osiguranje Kvaliteta Visokog Obrazovanja Zasnovano Na Ishodima Učenja / Higher Education Quality Assurance Based on Learning Outcomes. Pregled: Časopis Za Društvena Pitanja / Periodical for Social Issues, 3(1), 39–53. https://doi.org/10.48052/19865244.2023.1.39

Cangayao, L. (2023). Responding to Articulation of Outcome-Based Education in Graduate Education by Cruz and Doctolero (2015); Insights from an Educational Leadership Major. Journal of Education and Practice, 14(17), 6–7. https://doi.org/10.7176/jep/14-17-02

Casika, A., Suroso, S., Sasono, I., Pramono, T., & Asbari, M. (2022). Analysis of Software Quality Needs in Mobile-based Game Software. Edumaspul: Jurnal Pendidikan, 6(2), 2332–2364. https://doi.org/10.33487/edumaspul.v6i2.4618

Dano, G. (2024). Strengthening outcome-based education: Capability approach perspective. Edukasiana: Jurnal Inovasi Pendidikan, 3(2), 143–155. https://doi.org/10.56916/ejip.v3i2.550

Fayzhall, M., Asbari, M., Purwanto, A., Goestjahjanti, F. S., Yuwono, T., Radita, F. R., Yulia, Y., Cahyono, Y., Suryani, P., Asbari, M., Goestjahjanti, F. S., Winanti, Yuwono, T., Radita, F. R., Nurasiah, Yulia, Y., Cahyono, Y., & Suryani, P. (2020). Transformational versus Transactional Leadership: Manakah yang Mempengaruhi Kepuasan Kerja Guru? | EduPsyCouns: Journal of Education, Psychology and Counseling. EduPsyCouns: Journal of Education, Psychology and Counseling, 2(1), 256–275. https://ummaspul.e-journal.id/Edupsycouns/article/view/463%0Ahttps://ummaspul.e-journal.id/Edupsycouns/article/download/463/267

Fiandi, A., & Tsanawiyah Negeri, M. (2023). Konsep Outcome Based Education (Obe) Pada Lembaga Pendidikan. Jurnal Penelitian Pendidikan Indonesia, 1(1), 73–77. https://doi.org/XX..XXXXX/JPPI

Ghojaji, A. D., Eramansyah, M. G., Putri, R. E., Istianah, S., Kusmawati, W. E., Asbari, M., & Purwanto, A. (2022). Pancasila Based Character Education to Form Good and Smart Citizens. Journal of Community Service and Engagement (JOCOSAE), 2(4), 11–18. http://jocosae.org/index.php/jocosae/article/view/62/47

Hamidi, H., Hejran, A. B., Sarwari, A., & Edigeevna, S. G. (2024). The Effect of Outcome Based Education on Behavior of Students. European Journal of Theoretical and Applied Sciences, 2(2), 764–773. https://doi.org/10.59324/ejtas.2024.2(2).68

Hamidi, H., Hejran, A. B., Sarwari, A., & Edigeevna, S. G. (2024). The Effect of Outcome Based Education on Behavior of Students. European Journal of Theoretical and Applied Sciences, 2(2), 764–773. https://doi.org/10.59324/ejtas.2024.2(2).68

Handayani, N. U., & Wibowo, M. A. (2021). Implementation Strategy of Outcome-Based Education: A Case Study in Engineering Faculty Diponegoro University. Proceedings of the Second Asia Pacific International Conference on Industrial Engineering and Operations Management Surakarta, Indonesia, 420–433.

Husna, K., Mundiri, A., & Agus R, A. H. (2023). Improving Student Competence Through Learning Management Outcome Based Education. PEDAGOGIK: Jurnal Pendidikan, 10(1), 1–14. https://doi.org/10.33650/pjp.v10i1.5516

Husna, K., Mundiri, A., & Agus R, A. H. (2023). Improving Student Competence Through Learning Management Outcome Based Education. PEDAGOGIK: Jurnal Pendidikan, 10(1), 1–14. https://doi.org/10.33650/pjp.v10i1.5516

Khairuddin, Z. N., Mohd Sauh, S., & Asmaai, M. (2023). Entrepreneurship Education at Higher Learning Institutions (HLI): Policy Mismatch and Recommendations. Malaysian Journal of Business, Economics and Management, 2(1), 27–33. https://doi.org/10.56532/mjbem.v2i1.8

Leng, W. (2024). Exploring the Feasibility and Educational Suggestions for Integrating OBE Educational Concepts into Higher Vocational English Courses. Advances in Humanities and Modern Education Research, 1(1), 1. https://doi.org/10.70114/ahmer.2024.1.1.p1

Manggali, C. A., Hayati, D. N., & ... (2024). Outcome Based Education pada Kurikulum Merdeka: Tantangan dan Peluang dalam Pendidikan Agama Islam. Nusantara: Jurnal …, 4(2). http://journal.rumahindonesia.org/index.php/njpi/article/view/314%0Ahttps://journal.rumahindonesia.org/index.php/njpi/article/download/314/146

Markus Deli Girik Allo, Elim Trika Sudarsi, & Nilma Taula'bi'. (2024). Implementation of Outcome Based Education (OBE) Principles in the Curriculum of the English Education Study Program at a Higher Education in Toraja. Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra, 10(2), 1379–1391. https://doi.org/10.30605/onoma.v10i2.3505

Mcalexander, J., Nelson, R., Bates, C., Mcalexander, J., & Bates, C. (2009). Residential College : An Exploratory Case Study College : An Exploratory Case Study. 12(2).

Melani, N., Nurhayati, P., & Asbari, M. (2022). The Role of Islamic Religious Education on Behavior and Competition in the World of Work. Journal of Information Systems and Management (JISMA), 01(03), 21–26. https://jisma.org/index.php/jisma/article/view/120/15

Melani, N., Nurhayati, P., & Asbari, M. (2022). The Role of Islamic Religious Education on Behavior and Competition in the World of Work. Journal of Information Systems and Management (JISMA), 01(03), 21–26. https://jisma.org/index.php/jisma/article/view/120/15

Muzakir, M. I., & Susanto. (2023). Implementasi Kurikulum Outcome Based Education (Obe) Dalam Sistem Pendidikan Tinggi Di Era Revolusi Industri 4.0 ((Implementation of the Outcome Based Education (OBE) Curriculum in the Higher Education System in the Era of Industrial Revolution 4.0). Edukasiana: Journal of Islamic Education, 2(1), 118–139.

Nurhayati, W., Asbari, D. A. F., & Asbari, R. A. F. (2024). Strategi Inovatif Penguatan Profil Pelajar Pancasila melalui Kegiatan Pramuka: Studi Kasus di Aya Sophia Islamic School. Jurnal Ilmu Sosial, Manajemen, Akuntansi Dan Bisnis, 1(01), 23–28.

Nurhayati, W., Zawirrahmi, Z., Arinindyah, O., Nurhidayah, N., Asrofi, I., & Asbari, M. (2024). Transformative Leadership: Harnessing Religious Values for Positive Educational Outcomes. Edumaspul - Jurnal Pendidikan, 08(02), 3899–3907.

Patel, A. B. (2009). International Journal of Law and Social Sciences (IJLS) Child Trafficking in India : An Overview. 2(1), 1–21.

Patmawati, S., Dewi, V. M., Asbari, M., Sasono, I., & Purwanto, A. (2023). THE Implementation of Integrated Quality Management in Education Institutions. Journal of Information Systems and Management (JISMA), 2(1), 27–32.

Patmawati, S., Dewi, V. M., Asbari, M., Sasono, I., & Purwanto, A. (2023). THE Implementation of Integrated Quality Management in Education Institutions. Journal of Information Systems and Management (JISMA), 2(1), 27–32.

Perawati, S., Puluhatumena, S. D., & Asbari, M. (2022). The Role of Islamic Education In Forming a Creative and Innovative Person. Journal of Information Systems and Management (JISMA), 01(04), 20–24. https://jisma.org/index.php/jisma/article/view/128/22

Putra, F., Asbari, M., Purwanto, A., Novitasari, D., & Santoso, P. B. (2021). Linking Social Support and Performance in Higher Education. International Journal of Social and Management Studies (IJOSMAS), 01(01), 64–73. https://doi.org/https://doi.org/10.5555/ijosmas.v2i1.8

Razanah, A., Putri, N. I., & Asbari, M. (2022). Application of Integrated Quality Management Transformational Studies in Higher Education. JIKEM: Jurnal Ilmu Komputer, Ekonomi Dan Manajemen, 2(2), 2785–2789.

Rizqiana, I., Asbari, M., & Novitasari, D. (2023). Implementation of Marketing Information System on Android-Based Agriculture Sector: A Short Review. Journal Of Communication Eduation (JOCE IP), 17(1), 1–5. http://jurnal.ipem.ac.id/index.php/joce-ip/article/view/279/290

Sapawi, R., Wahi, R., Anuar, A., Razali, N. T., Hashim, M. H., & Rasit, A. H. (2023). Alternative and Online Assessment in the Context of Outcome Based Education: A Practical Guide. Journal of Advanced Research in Applied Sciences and Engineering Technology, 31(2), 173–183. https://doi.org/10.37934/araset.31.2.173183

Shamsuddin, A., Wahab, E., Abdullah, N. H., & Chan, C.-M. (2018). Implementation of OBE in a MoT Course: Lesson Learned. Advanced Science Letters, 24(6), 4572–4575. https://doi.org/10.1166/asl.2018.11659

Suroso, S., Riyanto, R., Novitasari, D., Sasono, I., & Asbari, M. (2021). Esensi Modal Psikologis Dosen: Rahasia Kreativitas dan Inovasi di Era Education 4.0. Edumaspul: Jurnal Pendidikan, 5(1), 437–450. https://doi.org/10.33487/edumaspul.v5i1.1240

Susilawati, S., Aprilianti, D., & Asbari, M. (2022). The Role of Islamic Religious Education in Forming the Religious Character of Students. Journal of Information Systems and Management (JISMA), 01(01), 1–5. https://jisma.org/index.php/jisma/article/view/1/1

Syeed, M. M. M., Shihavuddin, A. S. M., Uddin, M. F., Hasan, M., & Khan, R. H. (2022). Outcome Based Education (OBE): Defining the Process and Practice for Engineering Education. IEEE Access, 10(November), 119170–119192. https://doi.org/10.1109/ACCESS.2022.3219477

Tsoraya, N. D., Primalaini, O., & Masduki Asbari. (2022). The Role of Islamic Religious Education on the Development Youths' Attitudes. Journal of Information Systems and Management (JISMA), 01(01), 12–18. https://jisma.org/index.php/jisma/article/view/3

Winarsih, W., Ulpa, M., Sabila, I., Amelia, N. P., & ... (2022). The Character Education Based on Pancasila in the Generation Z. Journal of Community …, 2(5), 11–16. http://www.jocosae.org/index.php/jocosae/article/view/70%0Ahttp://www.jocosae.org/index.php/jocosae/article/download/70/50

Wu, Y., Xu, L., & Philbin, S. P. (2023). Evaluating the Role of the Communication Skills of Engineering Students on Employability According to the Outcome-Based Education (OBE) Theory. Sustainability (Switzerland), 15(12). https://doi.org/10.3390/su15129711