



Outcome Based Education  
(OBE) Learning Innovation at  
the Faculty of Social Sciences,  
Universitas Negeri Medan in  
Facing International  
Accreditation

by Nurmala Berutu

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# Outcome Based Education (OBE) Learning Innovation at the Faculty of Social Sciences, Universitas Negeri Medan in Facing International Accreditation

1<sup>st</sup> Nurmala Berutu<sup>1</sup>, 2<sup>nd</sup> Muhammad Ridha Syafii Damanik<sup>2</sup>, 3<sup>rd</sup> Maryatun Kabatiah<sup>3</sup>  
{[nurmalaberutu@unimed.ac.id](mailto:nurmalaberutu@unimed.ac.id)<sup>1</sup>, [mridhadamanik@unimed.ac.id](mailto:mridhadamanik@unimed.ac.id)<sup>2</sup>,  
[maryatunkabatiah@unimed.ac.id](mailto:maryatunkabatiah@unimed.ac.id)<sup>3</sup>}

Faculty of Social Sciences, Universitas Negeri Medan, Indonesia<sup>1,2,3</sup>

**Abstract.** This study aims to analyze the Analysis of Outcome-based education (OBE) at the Faculty of Social Sciences, Medan State University in Facing International Accreditation. In the international recognition process, evaluations are carried out by independent assessors from various countries. Evaluation is considered very important to improve the quality of education in Indonesia to gain international recognition. Evaluation generally uses outcomes-based education (OBE) as the main reference criterion where the focus is on the abilities that students can do at the end of the learning process. As an education system, OBE does many things including restructuring the curriculum, teaching and learning, assessment, and monitoring/evaluation in the education process. Based on the research conducted, it can be concluded that the prepare of study programs to infacing the stages of international accreditation. Therefore, the first thing that must be prepared is to strengthen the Outcome Based Education (OBE)-based curriculum. The Outcome Based Education (OBE) paradigm begins with Outcome Based Curriculum (OBC), Outcome Based Learning and Teaching (OBLT), and Outcome Based Assessment and Evaluation (OBA). All study programs can prepare for determining graduate profiles, determining learning outcomes, designing curriculum, assessment of learning outcomes, evaluation, and continuous improvement actions.

**Keywords:** OBE, Learning, Innovation, Accreditation, International

## 1 Introduction

Developing a higher education accreditation system is an important part of fulfilling our mission of providing quality higher education services to the people of Indonesia. Improving higher education services is the national mission of the United Republic of Indonesia (NKRI) and is related to shaping people's lives. Furthermore, it is the government's responsibility to meet the need for quality educational services for all Indonesians. It is also an integral part of the mission to protect the well-being of society and nations. Accreditation/accreditation is the quality recognition from an external party of the system/management of the inputs, processes, outputs, outcomes, and quality of education in a degree program/university. This recognition or recognition is based on standards that benchmark quality dimensions agreed upon at national, regional, and international levels. Higher education quality is not a simple one-dimensional conception of educational quality.

Given the varying needs and expectations of stakeholders, the quality of higher education is a multifaceted concept [1].

The Minister of Education and Culture Decree No. 3 of 2021 on Key Performance Indicators (IKU) for National Universities strengthens the government's efforts to encourage universities to prepare for international accreditation. At the 8th IKU on the theme of international accreditation. The 8th IKU stipulates that the benchmark for achieving IKU is the percentage of S1 and D4/D3/D2 courses with international or state-accredited certificates [2]. (BAN-PT) Only about 10.5% are recognized internationally with an A rating. FIS Unimed itself has four courses: History Education, Civics, Geography Education, and Anthropology Education. Four courses are nationally accredited (BAN-PT) with an A rating, but so far there have been no courses within FIS Unimed. Internationally certified.

The Ministry of Research, Technology, and Higher Education, in coordination with the Department of Quality Assurance and the Directorate General of Learning and Student Affairs, has formed a team to draft an international accreditation roadmap as part of the International Accreditation Program for Student Assistance Programs. The international approval process involves evaluations by independent experts from various countries. This evaluation is considered very important for improving the quality of Indonesian education and gaining international recognition. The assessment generally uses outcome-based education (OBE) as the main reference standard, with a focus on the skills that students can perform at the end of the learning process. As an educational system, OBE does many things including curriculum reformulation, teaching and learning, assessment, and monitoring/evaluation in the educational process.

## 2 Method

This study uses a qualitative research type or approach with a literature review. Literature research can be interpreted as a series of activities related to how library data are collected, how reading and note-taking are done, and how research material is processed [5]. Data sources are determined by targeted sampling as researchers base their decisions on the data they need to answer their research questions [6]. We extend our observations, increase their persistence, and use references. [7] to test the validity of our research data.

## 3 Result and Discussion

The purpose of international accreditation/certification is to: (1) As a guide and general guidelines for the development of internationally recognized universities; (2) provide an overview of the requirements and procedures for obtaining international recognition; (3) as a guide for strategy and development of quality assurance related to international accreditation/certification, and (4) as an initial guideline for gaining international recognition. Various key keywords are also included to create common awareness among stakeholders. For example, the concept of accreditation is the accreditation of an educational institution (not alumni) granted by an accrediting body as a result of an evaluation conducted by the accrediting body. The institution meets the specified quality requirements/standards. Accreditation is for educational institutions, not graduates.

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The curriculum structure is designed to enable students to achieve defined skills, allowing students to demonstrate that they have acquired the necessary knowledge and skills. OBEs are about what students can do, what they can do, how institutions help students achieve those skills, how they ensure that students have achieved those skills, and how they ensure that they achieve those skills. It emphasizes whether improvements are needed. Therefore, each stage of curriculum development and its implementation is very important. The Ministry of Research, Technology, and Higher Education also takes into account the maturity of degree programs and groups them by maturity as part of degree programs for international recognition. The criteria used to group the programs of study are: (i) international accreditation bodies selected based on criteria of international accreditation bodies, substance, institution, reputation, and maturity; (ii) Commitment Standards. (iii) Code of Conduct (basic) Accreditation standards and a sustainable quality culture. (iv) Other content-related standards include compliance with self-assessment standards based on internationally recognized standards and internationalization standards.

Prepare an internationally recognized level study program. Curriculum and term learning plans (RPS) should therefore be strengthened first, the implementation of which is based on results-based education (OBE). Since the higher education curriculum is a graduate production program, the program must ensure that the graduate has qualifications equivalent to those agreed upon in her IQF. The concept of curriculum development previously developed by the Directorate General of Research and Education begins with the creation of graduate profiles and is translated into the formulation of graduate learning outcomes. The formulation of skills in KKNI descriptors is a form of learning outcomes (translation of learning outcomes) and competencies are included or become part of learning outcomes (CP). The use of the term Competency in Higher Education (DIKTI) can be found in Article 5, paragraph (1) of SN-Dikti. There, the Graduate Competency Standards (SKL) are stated to be the minimum standards for the qualification of graduate skills. Attitudes, knowledge, and skills were identified in the formulation of the Graduate Learning Outcomes (CPL) [7].

The Outcome-Based Education (OBE) paradigm begins with Outcome-Based Curriculum (OBC), Profile-Driven Curriculum Development, and Graduate Learning Outcomes (CPL). Based on this CPL, a knowledge base is derived to develop the course and its credit weights, curriculum maps, learning design in the form of Semester Learning Plans (RPS), material development, and evaluation and evaluation. tool. Furthermore, Outcome-Based Learning and Teaching (OBLT) is the implementation of learning activities defined as interactions in learning activities between faculty, students, and learning resources. One of the key principles of OBLT is the accuracy of the choices students make in the format and learning methods that must be followed with the CPL, the learning format, including the program of study or off-campus learning format. Also, Outcome-Based Assessment and Assessment (OBA) is an assessment and assessment approach conducted for the achievement of CPL to improve the quality of continuous learning. The learning process and the results of reaching the CPL will be evaluated. Curriculum assessments are also conducted for the CPL degree and the results are used for continuous improvement.

The Faculty of Social Sciences of Medan State University consists of four departments/programs: History Education, Civic Education, Geography Education, and Anthropology Education. During the planning phase, focus group discussions (FGD) on OBE topics were conducted and attended by all departments of the faculty. OBE is very important given that it is a requirement for good accreditation and international accreditation/ certification. The OBE curriculum is also relevant to the Eight Key Performance Indicators (IKU PT) of Higher Education. These include how universities produce graduates who can get decent jobs, how they design participatory and collaborative learning, how programs can work with world-class partners, and how they can work with world-class partners for international accreditation. Based on the results of the FGD, a procedure was agreed upon to reconstruct the curriculum of the Faculty of Social Sciences, Medan State University. Here are the steps to design a CPL in program curriculum:

The first step is to identify and clarify the community's needs. In implementing higher education tri dharma, programs of study may engage in activities with the community, such as community service activities, conducting hands-on work, collaborating with real students, and revitalizing similar programs of study. Often, such as organizing seminars and/or conferences. If you carry out brief activities, the course can get very useful information from the community about their current needs. Efforts by the company are required and should be resolved immediately. Otherwise, it may take longer to make a decision. Some results can be expressed in the form: The form below is an example of how we collect data and evaluate inserts from the company. Each entry is written down and given a weighting factor for the type of interest as the graduate's abilities improve. The weighting factor is scaled from 1 to 5 and falls from very unnecessary to very necessary. If the answer result is 1 or 2, it is not used as input, but if it is level 4 or 5, it is used as input. If an input has a weight factor of 3, it will take longer to decide whether to accept it or not. We recommend that such posts be archived first and discussed at another time.

In the second step, student and alumni needs are identified and formulated. Some activities conducted with students and alumni can be used as input to the program and learning process. Student input can be read from the results of the Instructor Instruction Index Survey (IPD) and public lectures at the start of odd-numbered terms. Information from graduates, especially those who have just graduated within her one to three years, is available through research conducted by the University Tracer Study Team or independently of the program. Since the results of the curriculum are directly reflected, the deadline for graduation is 1 to 3 years. The third step is to consider and formulate the needs of graduate users. Some activities with alumni users can be used as input and follow-up to a program or learning process. You can add step-by-step user input from your survey results using question tools and/or other tools such as those found in Document III A BAN-PT. Submissions from users with a university degree will be preferred for those who are not Unimed graduates. There is also research that the course has conducted independently.

The fourth step is to meet the needs of government and/or accreditation bodies, departments, and universities. Because the regulation binds all universities in Indonesia. Regulations must be taken into account when universities propose programs or implement programs related to higher education. In addition, consideration and development of faculty needs. Examination of faculty performance related to conducting teaching, research, community service, and cooperation with other institutions/universities. The results of the review can be expressed in the form of a SWOT analysis. SWOT analysis follow-up activities. In addition to these principles, some criteria should



also be considered when implementing an OBE. It then proceeds to consider and develop a vision for the university, reviewing the university's performance in terms of teaching, research, community service delivery, collaboration with other institutions and universities, and organizational efficiency. The results of the review can be expressed as a SWOT analysis. Follow-up activities for the SWOT analysis can be documented in the university's strategic plan (RENSTRA) and/or operational plan (RENOP) documents. Prepare a RENSTRA and/or RENOP, taking into account the efficiency of the organization, including support groups.

In developing OBE-based curricula, each department/program uses process diagrams working methods associated with the phases of curriculum development developed by the Ministry of Education and Culture [8]. A diagram is shown in Figure 1.

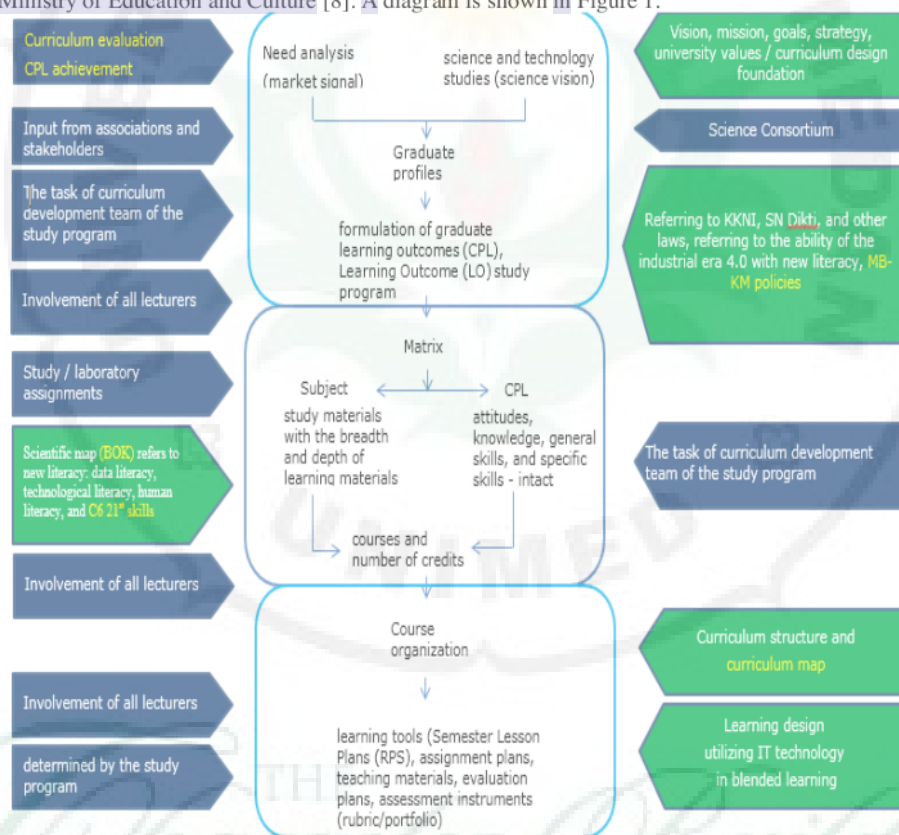


Fig. 1. The process and stages of curriculum preparation

From the chart above, it can be explained that in the early stages, the Graduate Learning Outcomes (CPL) were formulated. Graduate learning outcomes (CPL) are developed by study programs based on graduate search results, input from partners, professional organisations, research joint ventures, trends in future modern science, and syllabus assessment. It is recommended that the CPL formulation include access to digital content, computer skills, and human literacy skills, as well as the ability to detect signs of development. Finally, the Study Program CPL must refer to the SN-Dikti and KKNI descriptors based on the level of education. CPL can also be enhanced with qualities that indicate the distinctive characteristics of each university in accordance with its vision and mission, the uniqueness of the area in which the university is located, and even the authenticity of Indonesia, which is located in the tropics and has two seasons. Study programs that carry out international quality assurance through International Accreditation also pay attention to the CPL standards determined by the accrediting agency. The CPL formulation is adjusted and mapped according to the existing CPL (not eliminating the CPL according to SN-Dikti).

The following are the stages of compiling graduate learning outcomes: 1) Determination of graduate profiles Graduate profiles are roles that can be performed by graduates in certain areas of expertise or work fields after completing their studies. The profile can be determined based on the findings of a study of the labor market needs of the government, business, and industry, as well as the demand to develop science and technology. Graduate profiles from study programs should be gathered by that are of the same study programs so that an agreement can be reached and utilized as a national reference. Graduates of the study program must have the abilities listed in the CPL formulation in order to perform the roles outlined in the profile. 2) Capability determination based on profile At this stage, stakeholders who can contribute to achieving synchronization and interconnection between learning institutions and government agencies must be involved who will apply the learning outcomes, ensuring the excellence of graduates Graduate learning achievement (CPL) determination must include four elements, as stated in SN-Dikti, namely components of attitude, expertise, skills needed, and special skills. 3) Developing Graduate Learning Objectives (CPL) CPL is designed with the KKNI and SN-Dikti qualification levels in mind. Attitude, skills needed, special skills, and expertise are all components of CPL. Components of general competences relate to SN-Dikti as a basic requirement, which allows study programs to add to categorize graduates of higher education. While the components of special expertise are developed in relation to the KKNI descriptor based on the level of education Each item of the CPL formulation for graduates contains at least the abilities that must be possessed and study materials that must be studied by students. So that in the formulation of the CPL, it is necessary to carry out a needs analysis to find out what abilities are needed by stakeholders, and what studies are needed from the development of disciplines in the field of knowledge (body of knowledge) in the study program to determine the study materials that will be studied by students.

The second stage is course formation, and this stage is divided into two activities. First, several suitable CPL elements are selected as the basis for shaping the course, with the aim that each course contains elements of knowledge, skills, and attitudes. At the same time, the learning materials contained in some CPL elements were categorized and documented in the learning materials for these courses. Each CPL item in the program of study contains study materials used to design the course. The learning materials may be in the form of one or more areas of science and their areas of knowledge or groups of knowledge integrated into new knowledge agreed upon

by similar course forums as characteristic of the course area. Learning materials are further refined into more detailed learning materials. The breadth and depth levels of the learning material are related to the CPL as described in SN-Dikti [9]. The next activity is course setting. Courses in the current curriculum are determined by evaluating each course concerning previously defined CPL courses. The assessment is done by looking at how well individual courses (study materials, assignment formats, exam questions, proof of grades) relate to his CPL. The survey is conducted by creating a matrix of CPL items and existing courses. The organization of courses in the curriculum structure should be done carefully and systematically to ensure that the student's study duration is adequate and that learning is efficient and effective to achieve the CPL of the program of study. The organization of courses in the curriculum structure consists of horizontal and vertical organization [10]. Implementation of the MBKM program requires careful design and degree program courses by CPL, as well as mature cooperation agreements with partners. Credit approval for MBKM activities can take three forms: structured, free-form, and mixed-form [11].

Therefore, a key parameter of OBE is learning outcomes, and assessment of learning outcomes is an important concern related to the quality of student learning outcomes. This is provided in the learning process so that all degree programs are prepared to profile graduates, identify learning outcomes, design curricula, assess learning outcomes, and assess and apply actions for continuous improvement.

#### 4 Conclusion

Based on the research conducted, it can be concluded that the preparation of the study program influences the stage of international accreditation. Therefore, the first thing to do is to strengthen the curriculum based on outcome-based education (OBE). The Outcome-Based Education (OBE) paradigm begins with Outcome-Based Curriculum (OBC), Outcome-Based Learning and Teaching (OBLT), and Outcome-Based Assessment and Assessment (OBA). All degree programs can be prepared for graduate profiling, learning outcome determination, curriculum design, learning outcome assessment, evaluation, and continuous improvement measures.

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