

Integrating an Outcome-Based Education (OBE) Framework in Andragogy: A Case Study in the Community Education Department

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ABSTRACT

The challenges of 21st-century education include bridging the gap between higher education and the professional world through innovative learning approaches. Outcome-Based Education (OBE) aligns educational outcomes with the competencies required in public education professions. This study examines the planning, implementation, evaluation, challenges, and solutions related to OBE-based learning in Andragogy courses. A qualitative descriptive approach was employed, with 57 participants selected as the sample. Data were collected through observation, questionnaires, and document analysis. The planning process focuses on preparing learning tools and emphasizing the development of attitudes and skills aligned with teaching and community education administration professions. Learning begins with prayer and ice-breaking activities, followed by structured integration of OBE. No significant challenges were encountered in implementing the OBE framework, which was adapted to align with the expected learning outcomes of study programs. Students showed enthusiasm for the OBE model, which promotes innovative and engaging learning environments. The evaluation process utilized the PDCA (Plan-Do-Check-Act) cycle to identify areas for improvement and standardize effective methods. Continuous quality improvement (CQI) was achieved by revisiting the planning stage to refine the process. The integration of the OBE framework facilitates outcome-based learning, ensuring alignment with professional demands. The absence of major obstacles highlights the adaptability of OBE to enhance learning outcomes. The integration of the OBE framework in Andragogy courses, guided by the PDCA cycle, fosters continuous learning improvements and equips students with skills relevant to the professional world. This approach demonstrates the effectiveness of OBE in bridging education and work competencies.

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1. INTRODUCTION

Learning is a dynamic process that involves the interaction between educators, students, and learning resources within educational institutions. It serves as a vital tool to facilitate the acquisition of knowledge, skills, and behavioral changes, ultimately contributing to the holistic development of individuals. In the context of higher education, learning transcends the mere transfer of information, aiming instead to cultivate critical thinking, problem-solving abilities, and professional competencies. Education, particularly in fields like andragogy, holds the potential to shape human attitudes and behaviors, fostering a lifelong commitment to personal and professional growth. Integrating an Outcome-Based Education (OBE) framework into the learning process offers a strategic approach to align educational outcomes with the competencies demanded by the professional world, particularly in community education. This study explores the application of the OBE framework in the Andragogy curriculum, emphasizing its role in bridging the gap between academic preparation and real-world requirements.

Based on official data from the Central Statistics Agency, unemployment in Indonesia from 2015 to 2019 was more than 7 million people. Trading Economics data shows that judging from the open unemployment rate of 5.34%, Indonesia is in third place among ASEAN countries behind Brunei and the Philippines which have unemployment rate percentages of 9.2% and 5.4% respectively. In 2019, diploma graduates were ranked second in the open unemployment rate, with a percentage of 7.92. Apart from that, university graduates who are included in the open unemployment rate in the last four years are even worth more than primary school graduates. This data is supported by data from the Ministry of Education, Culture, and Technology in Munadzirah, A. et al. (2023), which states that 13.33% of college graduates are still unemployed. There are 884,759 college graduates who will become unemployed in 2022. This data shows that unemployment of undergraduate graduates is problematic for developing countries, one of which is Indonesia, where studying at a university does not guarantee that someone will immediately get a job. BPS 2023 data notes that the 7.99 million unemployed in Indonesia are dominated by bachelor and diploma graduates, around 12 percent of the total. The absence of a link and match between higher education and the job market causes the number of unemployed university graduates to increase.

Research by Urtalina and Sudibia (2019) highlights a concerning disconnect between educational planning and the availability of job opportunities, which contributes to the high levels of open unemployment among diploma and undergraduate graduates. This misalignment not only limits employment options but also creates a gap between the skills acquired in higher education and those demanded by employers. Additionally, graduates with higher educational attainment often have increased motivation to seek positions that align closely with their qualifications, making them more selective in their job choices. This selectivity further exacerbates the challenge when their skill sets do not meet the evolving needs of the professional world.

To address these issues and achieve educational goals, continuous improvement in teaching and learning strategies is essential. The rapid advancement of technology and the constant emergence of new innovations have intensified the gap between higher education and the workforce, creating a pressing need for education systems to adapt to these changes. The challenge for 21st-century education lies in bridging this gap through strategic alignment of educational processes with industry demands and fostering innovative thinking.

One promising approach to accommodate the needs of 21st-century education is Outcome-Based Education (OBE). Unlike traditional models where instructors design learning experiences around predefined topics, OBE focuses first on defining learning outcomes and then tailoring the educational planning and assessment to achieve these outcomes (Wahyudi, 2018). This paradigm shift ensures that the skills and competencies developed in the classroom are directly aligned with the requirements of the workforce. By prioritizing outcomes over content delivery, OBE provides a framework to better prepare graduates for the demands of the professional world, reducing unemployment rates and enhancing their employability.

The Andragogy course is one of the core courses designed to equip students with understanding and skills in educating adults. Andragogy introduced by Malcolm Knowles in the 1970s, emphasized that the adult learning process is significantly different from the learning process of children (Knowles, 1984). Adults have learning needs that are more independent and relevant to their life experiences. Therefore, the approach used must be contextual and applicable which can be answered through the application of an OBE-based learning model. A number of previous studies have examined the effectiveness of OBE in various educational contexts. For example, research by Biggs and Tang (2011) shows that OBE can improve student learning outcomes in a more measurable and targeted manner. Apart from that, according to Harden (2007), the application of OBE in medical education has succeeded in improving students' clinical abilities significantly. However, research that specifically explores the application of OBE in andragogy education in the context of community education is still limited.

This highlights a significant research gap that necessitates a deeper understanding of how Outcome-Based Education (OBE) can be effectively implemented in Andragogy courses, particularly within the UNIMED Community Education Department. Unlike previous studies on OBE, this research takes a more comprehensive approach. At the learning planning stage, it goes beyond merely creating syllabi aligned with Course Learning Outcomes (CLOs) by incorporating detailed teaching materials as supplementary resources. During implementation, it emphasizes not only field practice but also preliminary research activities to enhance students' critical and analytical skills.

This research seeks to address key questions: What are the processes involved in planning, implementing, and evaluating the OBE model in Andragogy courses? What challenges arise during implementation, and what solutions can address these obstacles? By investigating these questions, the study focuses not only on the procedural aspects of implementation but also on the outcomes and impacts of adopting the OBE model.

The findings are anticipated to provide valuable insights into best practices and areas for improvement in the application of OBE to Andragogy courses. Academically, the research will enrich the existing literature by presenting empirical evidence from field implementation. Practically, it offers actionable guidance for lecturers and community education program managers in designing and executing more effective and relevant learning models. From a policy perspective, the study provides strategic recommendations for education policymakers to enhance the quality of higher education, particularly in the context of community education and adult learning.

Ultimately, this research aims to make a meaningful contribution to improving educational quality in the UNIMED Community Education Department. It strengthens the role of higher education in preparing graduates with the competencies required to meet global challenges, thereby bridging the gap between academic learning and the demands of the professional world.

2. METHODS

The integration of an Outcome-Based Education (OBE) framework into andragogy has not been previously explored, making this study exploratory in nature. To address this gap, a qualitative research approach was adopted, aligning with Creswell's (2018) definition of qualitative research as an approach for exploring and understanding the meanings individuals or groups ascribe to social or human problems. This methodology is particularly suited to generating new insights and knowledge on the integration of the OBE framework in andragogy courses, providing a foundation for future research and practical applications.

The research population consisted of all 57 students enrolled in andragogy courses, utilizing a saturated sampling (census) technique to ensure comprehensive representation. As Arikunto (2019) suggests, if the population size is below 100, it is optimal to include the entire population as the sample to obtain thorough and representative data. This inclusive approach was deemed necessary to capture diverse perspectives and experiences from all students in this compulsory subject.

Data collection methods included multiple techniques to ensure depth and breadth of understanding. Questionnaires were distributed to students via Google Forms to gather quantitative insights, while in-depth interviews with both students and lecturers provided qualitative depth. Class observations were conducted to analyze interactions and practices during lectures, and documentation studies reviewed complete learning tools to examine alignment with OBE principles. This multi-method approach aimed to triangulate data sources and perspectives, enhancing the validity of findings.

Data processing employed percentage-based analysis to interpret quantitative data, while qualitative data were validated through triangulation. This involved cross-referencing information gathered from students, lecturers, and theoretical frameworks to ensure accuracy and reliability. The involvement of lecturers who teach andragogy courses in the triangulation process added a layer of credibility, ensuring that findings reflect both practical and theoretical alignment. This comprehensive methodology aims to deliver robust insights into the integration of the OBE framework within andragogy courses, filling a critical research gap and informing educational practices.

3. FINDINGS AND DISCUSSION

3.1 Findings

Implementing OBE-based learning is one way that emphasizes innovative, interactive and effective learning so that learning outcomes can be met in the realm of knowledge, skills and attitudes. Based on the questionnaire given to the research sample, the following data was obtained;

Table 1. Integration of Outcome-Based Education (OBE) Framework in Andragogy

No	Indicator	Sub Indicator	Question	Percentage	Result
1.	Learning purposes	Attitude	Learning begins by reading a prayer according to the student's beliefs	61.7%	agree
		Knowledge	Have a scientific basis for andragogy in lecture classes before practicing it in society	83%	agree
			Able to apply scientific concepts to learning conditions in society	74.5%	agree
		General skill	Collaborate in a team to solve community education problems based on the results of mini research	85.1%	agree
		Special skill	Create andragogy learning plans that will be practiced in the community based on local potential	83%	agree
2	Learning stages	Pre instructional	Apperception activities by linking the material to be studied with daily activities	72.3%	agree
		Instructional stage	Starting the core learning activities, the material that will be discussed and the achievements that students will gain are presented	80.9%	agree
			At the end of the discussion of the material, lecturers and students concluded the material that had been discussed at the meeting	80.9%	agree
		Evaluation	At the end of the lesson, students are given the opportunity to ask questions	83%	agree

			There is an assignment at the end of the lesson and material that will be discussed at the next meeting.	72.3%	agree
3	Learning Environment		uses various learning methods according to the theme to be discussed	80.9%	agree
4	Class management	Conduusif learning	Lecturer can create a conducive learning	70.2%	agree
		Communication	Learning is carried out offline and online supported by the SIPDA application	78.7%	agree
		Group activities	Case discussion at each meeting	66%	agree

Based on the data presented, it can be concluded that the integration of Outcome-Based Education (OBE)-based learning begins with a clear definition of learning objectives. These objectives serve as the foundation for designing the subsequent learning stages, which align with the syntax of OBE, ensuring that each step corresponds to the specific indicators of the established learning goals. The learning environment is deliberately designed to be dynamic and engaging, employing innovative methods tailored to the theme of the lesson. Classroom management emphasizes a student-centered approach, fostering active participation, collaboration, and critical thinking. The interpreted data reveal the following insights:

Table 2. Interpretation of Criteria for Integration of Outcome-Based Education (OBE) Framework Andragogy

No	Indicator	Percentage	Category
1	Learning objectives	77.46%	agree
2	Learning stages	77.88%	agree
3	Learning environment	80.9%	agree
4	classroom environment	71.6%	agree
	Average	76.96%	agree

Integration of Outcome Based Education (OBE) Framework In Andragogy is carried out by adopting the Deming analysis cycle, namely PDCA (Plan, Do, Check, Act) (Asmuni, 2013) with the following description;

The findings indicate that the planning stage of OBE-based learning is guided by the learning objective indicators, beginning with the creation of a Semester Learning Plan (RPS) aimed at achieving Graduate Learning Outcomes (CPL) for study programs and Course Learning Outcomes (CPMK). This approach aligns with the demands of the teaching profession and the managerial roles in public education institutions (Nugraha et al., 2021; Julianto et al., 2022). According to Sitepu and Lestari (2018), defining learning objectives at the outset serves as a critical guide for educational practitioners in developing RPS, which subsequently becomes the foundation for achieving CPL and CPMK (Rusmardi, 2023; Septiana, 2023; Sukirman et al., 2023).

The learning plans are tailored to align with labor market demands, current societal phenomena, student needs, and the expertise of educators. This foundational step is vital for implementing OBE effectively, ensuring that learning objectives correspond to the professional needs of graduates and the profiles they aim to fulfill, such as educators, community education analysts, research assistants, and empowerment facilitators (Yang & Fan, 2022; Sharma & Dwivedi, 2021; Rosiawan, 2023). Teaching materials, including books enriched with case studies and phenomena related to adult education in local and international contexts, further support this alignment (Stein, 2002; Egetenmeyer et al., 2017).

An evaluation of the planning process revealed that 77.46% of respondents agreed that learning plans are designed to foster attitude changes, enhance knowledge, and improve both general and

specific skills among students. These results underscore that the planning process has garnered significant support from stakeholders, including students, lecturers, and associated parties, indicating its effectiveness. Beyond preparing learning materials, the planning stage successfully facilitates the development of attitudes and skills aligned with future professional demands (Trede et al., 2019). This strong stakeholder endorsement establishes a solid foundation for advancing the subsequent stages of implementing OBE-based andragogy learning within the university environment.

The implementation phase involves translating plans into action. Based on five survey items, 77.88% of respondents agreed that learning implementation begins with pre-instructional activities, such as apperception exercises, followed by the instructional stage comprising core learning activities. These activities employ various methods aligned with the Graduate Learning Outcomes (CPL) of the study program. The evaluation stage includes discussions, feedback sessions, and conclusions, along with an outline of topics to be addressed in the next meeting. This structured approach ensures continuity and preparedness in the learning process.

In addition to classroom learning, the implementation phase actively engages students in real-world applications through small research projects and case studies. Students are directed to observe and analyze phenomena related to adult education within community educational institutions or their local environments. These findings are then brought back to the classroom for in-depth discussions with peers and lecturers (Winstanley, 2023; Rumohr, 2013). Problems encountered in the field are analyzed collaboratively, fostering creative and practical solutions developed by students and lecturers. This hands-on approach encourages active participation, critical thinking, and teamwork, enhancing the learning experience.

The evaluation stage is integral to this process, offering students opportunities to deepen their understanding and receive constructive feedback for personal and professional growth (Magdalena et al., 2023). Additionally, preparing students for future learning sessions by sharing upcoming topics ensures they can engage effectively in subsequent lessons. Thus, the implementation phase extends beyond content delivery to include activities that support skill development, critical reflection, and the achievement of learning objectives. This comprehensive approach ensures that learning is interactive, impactful, and aligned with the goals of Outcome-Based Education.

The check stage serves as a critical evaluation phase to assess the outcomes of previous assessments and identify any obstacles encountered during the learning process. This stage verifies whether the recommended improvements have been effectively implemented, ensuring alignment with predetermined learning goals (Stone-MacDonald et al., 2018; Rumohr, 2013). Evaluations at this stage are pivotal for enhancing the quality of learning and ensuring continuous progress.

According to the assessment results, 80.9% of respondents agreed that the implementation of andragogy learning in the Penmas study program at Unimed has employed diverse methods, such as role-playing, demonstrations, field studies, and other techniques tailored to the material discussed in each lecture session. The check stage validates the effective implementation of these methods, demonstrating their significant contribution to achieving learning objectives. Moreover, it allows for an evaluation of the impact of modifications made to the learning process, ensuring that changes lead to positive outcomes (Sheran & Sarbaum, 2012).

This evaluation goes beyond assessing the learning methods used; it also examines critical factors such as student comprehension levels, engagement in learning activities, and responses to the material presented (Magdalena et al., 2023; Septiani et al., 2023). By focusing on these dimensions, the check stage becomes an opportunity for reflection and identifying areas for improvement in teaching and learning practices.

Through a systematic and ongoing approach at the check stage, Unimed can adapt effectively to evolving educational demands and ensure that every enhancement contributes to achieving learning goals and fostering student academic success. This stage plays a vital role in maintaining the quality and relevance of learning methods, ensuring that they meet both academic standards and the expectations of the professional world.

The act stage involves taking targeted actions based on the findings of the check stage. According to Richard et al. (2001), two types of actions can be taken: corrective actions, which address issues hindering the achievement of targets, and standardization actions, which formalize methods that have proven effective when results meet the predetermined objectives. These actions ensure that the cycle feeds back into the planning stage, enabling further improvements in the learning process and fostering continuous quality improvement (Namoun et al., 2019; Amyotte & Paul, 2019). Based on survey results, 71.6% of respondents agreed that a conducive learning atmosphere was created through blended learning supported by a Learning Management System (LMS), with course materials enriched by case studies. At this stage, standardization activities were prioritized, ensuring that successful methods were consistently applied to maintain and enhance learning outcomes.

Through the systematic actions taken in this stage, Medan State University (UNIMED) continues to innovate its teaching methods to provide students with optimal learning experiences that align with contemporary demands and advancements in knowledge. The act stage not only solidifies effective practices but also ensures that adjustments are made to address any gaps identified, reinforcing a dynamic cycle of improvement.

By maintaining a sustainable approach, UNIMED guarantees that every component of the learning process contributes meaningfully to the achievement of learning goals and student academic success. This stage reflects the university's commitment to adapting and refining its educational practices to meet the evolving needs of students and the professional world, ensuring the continuous enhancement of educational quality and relevance.

Based on the response from integrating OBE with the PDCA cycle, it can be concluded that learning is carried out by preparing learning tools. Learning planning not only leads to the preparation of material but also to the formation of attitudes and skills that are in accordance with the demands of the profession in the future. Implementation of learning is carried out by ensuring that learning objectives are achieved well. After reflecting on the learning series, corrective steps need to be taken in the form of solutions to the problems faced and standardization actions if the results reach the set targets. In the integration of OBE, there are no problems so standardization measures will be taken, namely continuing to innovate in the implementation of learning to produce graduates who are absorbed in the world of work.

The tertiary curriculum is comprehensively prepared by involving elements within the tertiary institution and outside the tertiary institution, which then has a flow by reducing the university's vision and mission to the vision and mission of the study program and so on until graduate learning outcomes (CPL) are formed. The following is the flow of curriculum preparation and implementation of the learning system;

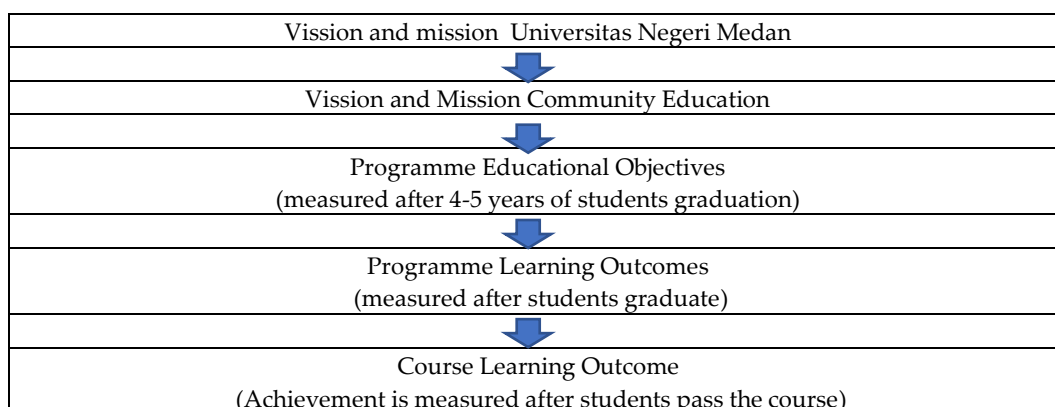


Figure 1. Curriculum Preparation Flow

3.2 Discussion

Learning planning in the andragogy course is demonstrated through clear learning objective indicators, such as the development of a Semester Learning Plan (RPS) that aligns with the Graduate Learning Outcomes (CPL) and Course Learning Outcomes (CPMK) of the study program. These plans adapt to the professional demands of teaching and managing community education institutions. Learning materials, including an Andragogy book based on the CPL Study Program, are provided as additional resources and uploaded to the university's Learning Management System (LMS) for accessibility. According to survey results, 77.46% of respondents agreed that the learning plans aim to transform attitudes, enhance knowledge, and improve both general and specific skills. Effective learning planning is foundational to fostering these transformations and directly influences the success or failure of the learning process, as it determines readiness and addresses the complexity of educational goals (Hartono et al., 2022; Rochanah, 2017).

Following planning, the implementation phase focuses on realizing these plans. It begins with pre-instructional activities such as apperception, which conditions students for a relaxed and enthusiastic learning environment, motivating them to engage actively (Puteri, 2018). These activities include group prayers, icebreakers, and discussions of trending social phenomena relevant to the learning theme. The core learning activities then involve active student participation, connecting the material to real-world phenomena and emphasizing collaborative problem-solving through small group case analyses (Yalyn et al., 2022; Stephen et al., 2022). Such engagement fosters focus, critical thinking, and problem-solving skills, while end-of-session evaluations allow students to ask questions, provide feedback, and consolidate their learning. Assignments are managed through SIPDA, the university's LMS, to assess understanding and application (Bali Geroda, 2022).

The course employs a hybrid learning model, incorporating both in-person and online methods to create a communicative and conducive learning environment (Setiawan et al., 2023). Online learning is facilitated through virtual meetings and SIPDA, ensuring accessibility and flexibility. The OBE-based learning approach effectively minimizes barriers, enabling standardization of successful methods to maintain consistency and quality. The continuous improvement process follows the Plan-Do-Study-Act (PDSA) cycle, which systematically refines learning processes to align with predetermined targets and enhances the overall quality of education (Alyoubi et al., 2017; Namoun et al., 2019; Heidrich, 2013). By continuously iterating through this cycle, the andragogy course ensures its relevance and adaptability to evolving educational and professional demands.

4. CONCLUSION

The research concludes that the integration of outcome-based education (OBE) in andragogy courses is effectively implemented, emphasizing not just material preparation but also the development of attitudes and skills that are aligned with the demands of teaching professions and community education administration. The learning process begins with preparatory activities such as group prayer and icebreakers to create a conducive environment, followed by structured learning activities. Reflection on these activities highlights the importance of corrective actions to address challenges and standardization to maintain and enhance successful practices. The integration of the OBE framework faced no significant obstacles, demonstrating its adaptability to align with the CPL of study programs and professional demands. Students showed enthusiasm for the lectures, indicating the effectiveness of the approach. Furthermore, the systematic application of the Plan-Do-Study-Act (PDSA) cycle ensures continuous quality improvement through iterative refinements and innovations in learning practices, ultimately preparing graduates to meet the needs of the professional world.

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Conflicts of Interest: The author is interested in this research because it is considered that the results of this research will be a reference in OBE-based andragogy learning which can be used in lecture classes or by practitioners in the field.

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