

**EXPLORING ENGLISH LECTURER'S
OBSTACLES IN DEVELOPING OBE
CURRICULUM**

THESIS

Submitted by

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Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

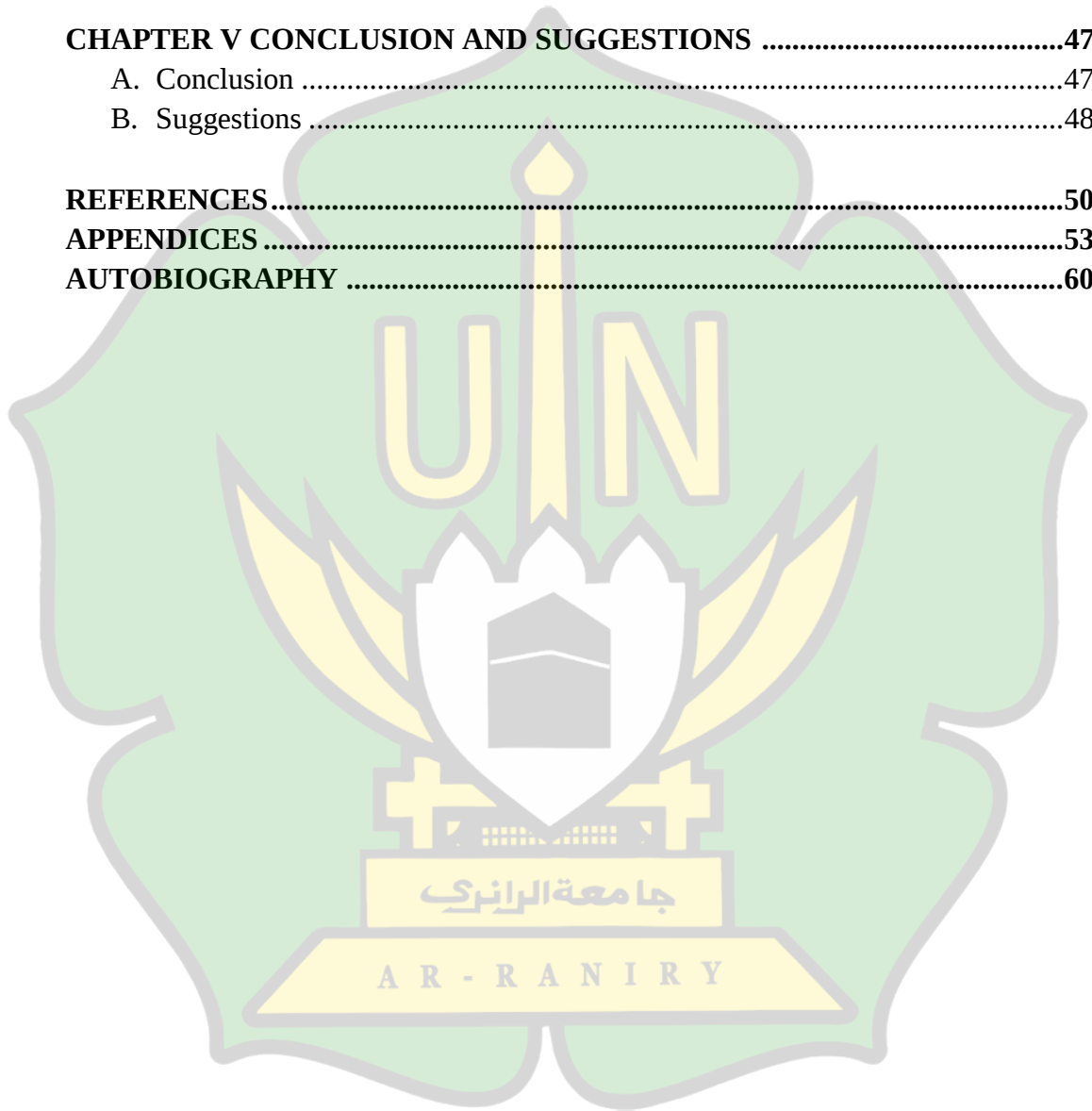
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This study explores the challenges faced by the curriculum development team in designing the OBE curriculum for the English Education Study Program at UIN Ar-Raniry. OBE is a pedagogical framework that prioritizes the achievement of clear learning outcomes and competencies that are in line with the demands of industry and society. Despite its great potential to improve the quality of education, the development of OBE is often hampered by various challenges, including limited understanding of OBE principles, difficulties in formulating clear and measurable outcomes, and pressure to implement the curriculum immediately. Using a qualitative research approach, data was collected through in-depth interviews with members of the curriculum development team. The results showed that the main challenges faced included a lack of understanding of the OBE curriculum and difficulty in defining appropriate outcomes. Although some team members reported having no difficulty in accessing teaching materials, the urgency to quickly implement the curriculum often hindered the process of in-depth reflection and evaluation. To overcome these challenges, the team adopted various innovative strategies, such as conducting literature reviews to deepen understanding of OBE, participating in relevant training sessions, and increasing collaboration among team members. The commitment of the curriculum development team to overcome these barriers was reflected in their spirit of cooperation and dedication to continuous learning. This research aims to make a significant contribution to the development of better educational policies and assist lecturers in designing a more effective and relevant curriculum. This research is expected not only to benefit the English Education Study Program but also to serve as a reference for other educational institutions in implementing OBE effectively.

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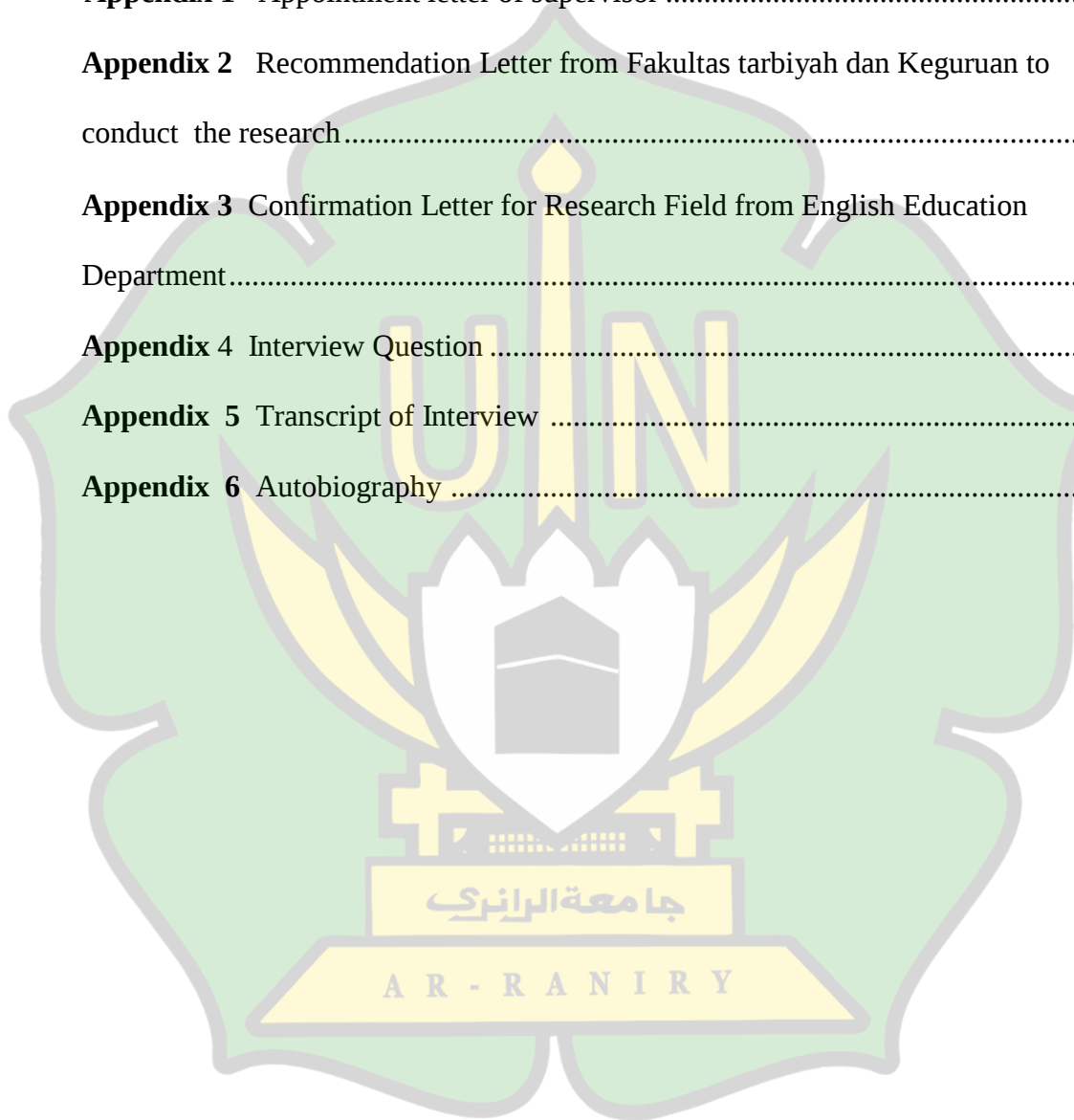
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CHAPTER I

INTRODUCTION

A. Background Of The Study

Outcome-Based Education (OBE) represents a worldwide pedagogical framework that prioritizes the attainment of defined learning outcomes and competencies as the fundamental impetus for curriculum design and evaluation. In recent years, the Republic of Indonesia has adopted OBE as a structural model for its higher education system, aiming to enhance the caliber of graduates and ensure their alignment with workforce requirements (Anderson & Krafhwohl, 2001).

Education is one of the important aspects of the development of human resources in a country. In the era of globalization and rapid technological advances, the need for a relevant and quality curriculum is increasingly urgent. One of the approaches adopted in higher education curriculum development is Outcome-Based Education (OBE), which emphasizes clear and measurable learning outcomes. OBE aims to ensure that graduates have competencies that match the needs of industry and society (Spady, 1994).

However, the implementation of OBE in the higher education curriculum, especially in the field of English, is not easy. Many factors can be a barrier for lecturers in developing an OBE curriculum. Some of these include a lack of understanding of OBE principles, limited resources, as

well as challenges in adjusting teaching and assessment methods to suit this approach (Biggs & Tang, 2011). In addition, the condition of the academic environment and institutional support can also affect the effectiveness of OBE curriculum development (Harden & Crosby, 2000).

The researcher was very interested in conducting this study because previously the researcher had heard that the Outcome-Based Education (OBE) curriculum would be implemented in the English department. However, until now the implementation of the curriculum has not been realized. This uncertainty encouraged the researcher to investigate more deeply the various obstacles that the curriculum development team might face in the implementation process. The researcher wanted to understand more deeply the factors that hindered the implementation of OBE, so as to provide clearer insights into the challenges faced in the effort to realize this curriculum.

This study aims to explore the barriers faced by the curriculum development team in developing an OBE curriculum. By understanding these challenges, it is hoped that appropriate solutions can be found to improve the quality of English education in higher education. In addition, this research is also expected to contribute to the development of better educational policies, as well as to assist lecturers in designing a more effective and relevant curriculum.

Through this research, it is hoped that a better understanding of the dynamics that occur in OBE curriculum development can be established,

as well as providing recommendations that can be used by stakeholders in improving the learning process in the field of English.

B. Research Question

Based on the background above, the problem of the research can be formulated in the following questions:

1. What obstacles do the English lecturers have in developing OBE curriculum in the English Education Department?
2. What strategies do the English lecturers use in the completion of the OBE curriculum?

C. Research Aims

The purpose of this research is:

1. To provide a review of the obstacles in developing OBE curriculum in the English Education Department UIN Ar-Raniry.
2. To identify strategies for completing the OBE curriculum

D. Significance of the Study

The research result is estimated to give information for:

- a. For Contribution to Curriculum, this investigation augments the theoretical framework of OBE by scrutinizing its integration within the English Education Department at Uin Ar-Raniry, specifically in relation to the OBE curriculum. It deepens the comprehension of the

dynamic interactions and evolutions of educational paradigms within the realm of the English Education Department.

- b. For the curriculum development team, the manuscript offers pragmatic guidance regarding the potential challenges they may encounter in the endeavor to implement an OBE curriculum. This encompasses the necessity to comprehend tangible obstacles such as resource constraints, and institutional resistance, and the imperative for comprehensive teacher training.
- c. For Teacher Training and Professional Development, by examining these challenges, the study underscores the critical requirement for thorough teacher training within the frameworks of the OBE curriculum. This has significant implications for the professional advancement of English educators, who must adapt to this increasingly flexible and outcome-oriented educational system.
- d. For further research, the results of the study are supposed to give Understanding the Challenges in Curriculum Development. This research offers a comprehensive examination of the obstacles encountered in the formulation of an OBE curriculum for the English Education Department. Future scholars may explore in greater detail particular challenges, such as constraints related to resources, the disjunction between theoretical frameworks and practical application, or the resistance exhibited by educators.

E. Terminology

Certain terms require more explanation to prevent misunderstandings.

The terms are OBE curriculum, Lecturers English.

OBE as defined by Spady (1994, p. 12) means “clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experience. The definition explicitly specifies certain markers, which should serve as bases of actions and procedures that schools must undertake to ensure the proper institution-wide implementation of OBE. (Tucker, 2004) further emphasized this in his description of OBE as a process that should involve the restructuring of curriculum, assessment, and reporting practices in education. The changes that OBE entails put emphasis on students' demonstration of learning outcomes rather than the accumulation of course credits. Also, these definitions of OBE emphasize the need to accordingly align all aspects of educational processes and systems to the expected outcomes that all students should be able to proficiently exhibit at the end of the curriculum, and that outcomes should not be viewed synonymously with grades or simply curricular completion, but rather authentic demonstrations of expected competencies as a result of significant learning experiences. It can be surmised then that the implementation of OBE requires consistency across desired outcomes of education, teaching and learning activities, and assessment methods and practices.

English lecturers play a very important role in education, especially in the context of developing an effective and relevant curriculum. In their efforts to teach, lecturers often employ a variety of teaching strategies designed to increase student engagement and facilitate a better understanding of the English language. One increasingly popular approach is Outcome-Based Education (OBE), which emphasizes the achievement of clear and measurable learning outcomes (Spady, 1994). In this context, curriculum development becomes crucial, as a good curriculum should include appropriate learning objectives, relevant materials, and effective assessment methods to measure students' language proficiency (Tyler, 1949).

However, English lecturers often face various obstacles in this process, including the lack of adequate teaching materials and challenges in classroom management (Baker, 2008). In addition, it is important for lecturers to have cultural competence, so that they can teach taking into account students' diverse cultural backgrounds (Byram, 1997). Professional development is also an important aspect, where lecturers need to continuously improve their skills and knowledge through training and workshops (Darling-Hammond, 2000). By providing constructive feedback to students, lecturers can help them understand their strengths and weaknesses in learning English. All these elements are interrelated and contribute to teaching effectiveness, which ultimately impacts the overall quality of English education.

The Previous research revealed that there are challenges faced by students in the implementation of the OBE curriculum. There is a mismatch between educational goals and student readiness, which hinders the achievement of expected learning outcomes (Arifin, 2020).

This research, to identify the barriers English lecturers face in developing an OBE curriculum, understand the factors that influence such development, and analyze the impact of the barriers on teaching quality and student learning outcomes.

In addition, this study aims to provide recommendations to overcome the challenges and contribute to the development of a more relevant and quality curriculum in English language education (Biggs & Tang, 2011).

