

STUDENT PERCEPTION OF OBE-BASED LEARNING PROCESS: A PHENOMENOLOGICAL STUDY ON MASTER OF ARABIC LANGUAGE EDUCATION STUDENTS

Amzaludin

Pascasarjana UIN Maulana Malik Ibrahim Malang
amzaludin99@gmail.com

Munirul Abidin

Pascasarjana UIN Maulana Malik Ibrahim Malang
munirul@bio.uin-malang.ac.id

Abstract: This research aims to fill the gap with a focus on Perception, learning process, challenges faced by students and solutions in the OBE-based learning process. This study uses a phenomenological approach. Data collection through interviews and observations. The analysis of data obtained from interviews and observations will be analyzed using thematic analysis. This process includes transcribing interviews, encoding data, and identifying themes that emerge from the student experience. The results of the study on students' perception of the Outcome-Based Education (OBE)-based learning process in the Master of Arabic Language Education program, it can be concluded that: 1. Positive Effects on OBE, 2. The Importance of

Direct Practice, 3. Interaction and Feedback. 4. The Need for a More Personal Approach, 5. Availability of Learning Resources. Overall, OBE provides a positive learning experience for students, but it also needs to be balanced with adjustments in teaching methods and more personalized support to overcome existing challenges.

Keywords: Perception, Outcome Based-Education, Phenomenological Study

Introduction

The curriculum in education is an important organ that is inevitable to continue to be evaluated periodically, dynamically, innovatively, and in accordance with the progress and development of information and technology. Outcome-based, student-centered learning that focuses on outcomes that includes knowledge, skills, and attitudes.¹ In this case, the needs (objectives) are selected first and then the other nodes are connected one by one to achieve the curriculum objectives so as to facilitate consistency between the goals and learning outcomes.² Therefore, a way is needed to achieve the goal, namely the *Outcome-Based Education* (OBE) approach. OBE emphasizes on achieving clear and measurable learning outcomes, as well as directing the learning process to meet the needs and expectations of students.³ This approach is important in the context of higher education, especially in study programs that focus on developing abilities and competencies in the field of language education such as the Master of Arabic Language Education Program of UIN Maulana Malik Ibrahim Malang.

Students as students have a key role in the successful implementation of OBE. Students' perception of the OBE-based learning process can affect their motivation, engagement, and learning outcomes. Therefore, understanding how students perceive and feel this learning process is very important.⁴ In the context of Arabic language

¹ Gurudutta P Japee and Preeti Oza, "Curriculum and Evaluation in Outcome-Based Education," *Psychology and Education* 58, no. 2 (2021): 5620–25.

² Peiyi Yang et al., "Teaching Reform and Practice Using the Concept of Outcome-Based Education – A Case Study on Curriculum Design for a Microcontroller Unit Course," *International Journal of Emerging Technologies in Learning (IJET)* 17, no. 3 (2022): 68–82, <https://doi.org/https://doi.org/10.3991/ijet.v17i03.29041>.

³ Givi Mohammad Efgivia and Albahra, *OUTCOME-BASED EDUCATION: Teori, Praktik, Dan Aplikasi Dalam Pendidikan Modern*, ed. Sri Neneng Wahyuni, 1st ed. (Bandung: Penerbit Widina Media Utama, 2024).

⁴ Sri Putrianingsih and Nur Irma Ma'rifah, "Implementasi Teori Belajar Humanistik Pada Mata Kuliah Konsep Dasar Sains Materi Bagian Tumbuhan Dan Fungsinya Mahasiswa PGMI IAIH Pare Tahun Ajaran 2021/2022," *IONAVTIF: Jurnal Penelitian Pendidikan, Agama Dan Kebudayaan* 8, no. 1 (2022): 49–66, <https://doi.org/https://doi.org/10.55148/inovatif.v8i1.259>.

education, the application of OBE is not only related to linguistic aspects, but also to cultural and social contexts. This requires students to not only master the language, but also understand the nuances that involve cultural aspects.⁵ Therefore, students' perceptions of OBE-based learning must be carefully researched, in order to obtain a clearer picture of their experience.

This is also in line with what William Spady said,⁶ a key figure in the development of OBE, defining OBE as:

"Outcome-Based Education is a comprehensive approach to education that focuses on what students are expected to achieve in terms of specific outcomes. This approach emphasizes the end results of the learning process rather than the process itself, aiming to ensure that students acquire the necessary skills, knowledge, and attitudes to succeed in their future endeavors."

In this era, students need to have the ability to think freely and move, which is supported by the formation of a strong character, so that they can innovate and compete in this era. To achieve this, it is necessary to maximize the potential of students and teachers by collaborating with each other and maximizing human resources correctly and appropriately.⁷ The results of Katawazai's research also reveal that the current OBE has great potential in the global education landscape. The implementation of outcome-based education and student-centered learning is also where the focus is not only on what students learn but also on how they learn, the ultimate goal is a learning experience where both (teachers) and (students) need to understand the teacher's intention to teach and students' expectations to learn, understand and practically appear in every learning process.⁸

UIN Maulana Malik Ibrahim Malang, The Master of Arabic Language Education Study Program is an ideal location to conduct this research, considering the diversity of educational backgrounds whose students come from various universities throughout Indonesia, and the

⁵ Imam Muttaqin, "تكمال المدخلات والعمليات والمخرجات والنواتج في منهج تعليم اللغة العربية على ضوء نظرية كوتنور (Pascasarjana UIN Maulana Malik Ibrahim Malang, 2024).

⁶ Efgivia and Albahra, *OUTCOME-BASED EDUCATION: Teori, Praktik, Dan Aplikasi Dalam Pendidikan Modern*.

⁷ Muhammad Afriansyah Novianto and Munirul Abidin, "Implementasi Kurikulum Merdeka Belajar Dalam Meningkatkan Kualitas Pembelajaran Di Madrasah Aliyah Muhammadiyah 2 Kedungkandang Malang." *Al-Fāhim: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2023): 241–51, <https://doi.org/10.54396/alfahim.v5i2.728>.

⁸ Rahmatullah Katawazai, "Heliyon Implementing Outcome-Based Education and Student-Centered Learning in Afghan Public Universities: The Current Practices and Challenges," *Heliyon* 7, no. 5 (2021): e07076, <https://doi.org/10.1016/j.heliyon.2021.e07076>.

students' abilities and learning dynamics that occur. The difference in student perception in the context of OBE-based learning is also an interesting thing to research. Various factors, such as educational background, previous learning experience, and personal motivation, can influence how students view OBE. Because OBE also aims to address the shortcomings of the separation of theory and practice experienced in language teaching. Combining theory with practice, therefore, is a guiding value in improving the quality of competencies and intensifying teaching reform.⁹

There have been a number of previous studies that discussed student Perception and OBE-based Curriculum, including; 1) Setiono, Windyariani, and Juhanda (2023), aims to obtain information about how lecturers' perceptions and the implementation of the OBE-based assessment system that has been carried out by lecturers in their study programs.¹⁰ 2) Zhafira, Ertika, and Chairiyaton (2020), examine the perception of students of the Faculty of Economics, Teuku Umar University regarding online learning models related to the use of media, learning styles, and certain types of communication that are favored by students.¹¹ 3) Mustarin and Wiharto (2018), about the student's perception of *the E-learning model*, which aims to (a) know the application of the LMS-based *E-learning model*. (b) Knowing the LMS-based *E-learning model* to increase interest in learning Aquaculture Technology courses in the Agricultural Technology Education Study Program, State University of Makassar.¹²

Based on the results of previous research which is still limited to the context of general education. This research aims to fill the gap with a focus on Perception, learning process, challenges faced by students and solutions in the OBE-based learning process. By understanding students' experiences and perceptions, this research is expected to provide a deeper insight into the challenges and advantages of this. In addition,

⁹ Ma Yan and Zhang Shuyue, "Outcome-Based Education for English Teaching Reform in The Era of The ' Post - Method,'" *European Journal of Literature, Language and Linguistics Studies* 5, no. 3 (2021): 131–40, <https://doi.org/10.46827/ejll.v5i3.304>.

¹⁰ Setiono, Sistiana Windyariani, and Aa Juhanda, "Implementasi Sistem Penilaian Berbasis Outcome Based Education Di Perguruan Tinggi," *Jurnal Pendidikan* 11, no. 1 (2023): 1–9.

¹¹ Hilmy Nabila Zhafira, Yenny Ertika, and Chairiyaton, "Presepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19," *Jurnal Bisnis Dan Kajian Strategi Manajemen* 4, no. 1 (2020): 37–45, <https://doi.org/https://doi.org/10.35308/jbkan.v4i1.1981>.

¹² Amirah Mustarin and Muhammad Wiharto, "Persepsi Mahasiswa Terhadap Penggunaan Program E-Learning Berbasis LMS Pada Mata Kuliah Teknologi Budidaya Perikanan," in *PROSIDING SEMINAR NASIONAL LEMBAGA PENELITIAN UNIVERSITAS NEGERI MAKASSAR "Diseminasi Hasil Penelitian Melalui Optimalisasi Sinta Dan Hak Kekayaan Intelektual"* (Makassar: Universitas Negeri Makassar, 2018).

this research can also provide recommendations for curriculum development and recommendations for study programs and lecturers in improving the OBE-based learning process, so that students can achieve optimal learning outcomes.

Method

This study uses a phenomenological approach, which aims to understand students' subjective experiences of the OBE-based learning process. The research subjects consisted of 6 (six) students of the Master of Arabic Language Education Program at UIN Maulana Malik Ibrahim Malang in the even semester of 2021/2022. Data collection through interviews and observations. The interview was conducted to explore students' views, experiences, and perceptions regarding OBE-based learning. Observation was carried out to see the interaction between students and lecturers in the context of learning. The analysis of data obtained from interviews and observations will be analyzed using thematic analysis. This process includes transcribing interviews, encoding data, and identifying themes that emerge from the student experience. The results of the analysis will be presented in the form of a narrative that describes the perception of students in depth.

Result And Discussion

Students' Initial Impressions Of Obe-Based Learning

Positive

One of the respondents revealed that OBE helped them in learning, because they not only learned the theory, but also put it into practice directly (R1).

"I feel that OBE helps me in learning, because I not only understand the concepts but also the practice directly."

This reflects that students feel more prepared and confident when the theory taught is connected with real practice. Because Learning that prioritizes direct application helps them not only understand but also internalize the concepts taught. Because the world of work aims to fill the gap between theory and practice.¹³ Competence and creativity are the focus of human resource development in higher education. A professional and skilled workforce according to the demands/needs in facing global competition. The demands of competency in the 4.0 era can also increase creativity and competitive spirit. Competence in

¹³ Ageng Satria Pamungkas et al., "Implementasi Model Pembelajaran Berbasis Proyek Dalam Meningkatkan Keterampilan Berfikir Siswa," *Journal on Education* 4, no. 4 (2024): 796–807, <https://doi.org/10.58578/masaliq.v4i4.3180>.

creating jobs is the result of learning innovations that are important in creating creative industries in the digital era.¹⁴

Increased Motivation

Respondents also noted that OBE increases motivation through their various involvement in the learning process such as discussion, learning practice and research (R2).

"OBE is able to increase my motivation and direct involvement in the learning process, such as discussions, learning practices, and research."

The OBE approach is able to create a more active learning environment, where students feel more involved and motivated to participate. In other words, for learning to be successful, high learning motivation and a learning strategy that is in accordance with the interests and aspirations of students are needed. Motivation and interest are very important for learners in the learning process.¹⁵ When students feel more involved in the learning process, they tend to perform better and are more committed to their studies. This shows that OBE succeeds in creating a dynamic learning atmosphere.

Challenge

Despite the many benefits, students also acknowledged the difficulty in understanding some concepts at the beginning of the semester, especially in online learning via Zoom (R4 &R6).

"In some courses, it was difficult for me to understand all the concepts of materi/theory taught at the beginning of the semester, because learning was through zoom, so learning was less effective and more monotonous."

"Learning during the Covid period is a challenge in itself, the inappropriateness of the methods/strategies used by lecturers results in learning lacking interaction and feedback from both lecturers and students"

This shows that although OBE has many advantages, the learning format used can affect the effectiveness of the learning process. Teaching methods need to be more adjusted, especially for some teaching methods, the preparation is carried out fully in the context of

¹⁴ Fitri Nur Mahmudah and Eka Cahya Sari Putra, "Tinjauan Pustaka Sistematis Manajemen Pendidikan: Kerangka Konseptual Dalam Meningkatkan Kualitas Pendidikan Era 4.0," *Jurnal Akuntabilitas Manajemen Pendidikan* 9, no. 1 (2021): 43–53, <https://doi.org/10.21831/jamp.v9i1.33713>.

¹⁵ Halimatus Sa'diyah and Maman Abdurahman, "Pembelajaran Bahasa Arab Di Indonesia : Penelitian Terhadap Motivasi Belajar Bahasa Asing," *Lisanan Arabiya : Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2021): 51–69, <https://doi.org/https://doi.org/10.32699/liar.v5i1.1665>.

development or adjustment to needs.¹⁶ It's important to find ways to keep online learning interactive and support deep understanding, for example by using visual aids or online group discussions.

Practice Opportunities

Students feel that they understand the material better because there are many opportunities to practice theories or concepts (R3 & R5).

"I feel that I understand the material better, because of the many opportunities I get to practice a theory that is taught."

"Lecturers provide more opportunities for students to practice what we have learned in class, such as applying methods/strategies, designing RPS/Syllabus."

This shows that hands-on practice is an important element in improving understanding, which is one of the basic principles of OBE. The practice opportunities provided in OBE are one of the key factors in helping students understand the material. It emphasizes the importance of providing space for students to apply theory in relevant contexts, so that they can see firsthand the results of what they are learning.¹⁷ Direct practice in accordance with the context aims to enable students to use and practice knowledge in their lives in accordance with the purpose and motivation of using the theory.¹⁸

Obe-Based Learning Process Constructive Feedback:

Students mentioned that lecturers provide input, suggestions, and evaluation notes during the presentation of learning outcomes (R1 & R3).

"When the percentage of learning outcomes. The lecturer provided input and suggestions as well as some exploratory notes."

"On several occasions, lecturers also give directions to the articles we present, such as the use of relevant theories and how to become a researcher in charge of their research."

This shows that lecturers play a role in supporting the learning process, providing constructive feedback that is important for student development. This feedback can help students understand their strengths and weaknesses, as well as improve the quality of learning. The success

¹⁶ Putri Khoerunnisa and Syifa Masyhuril Aqwal, "ANALISIS MODEL-MODEL PEMBELAJARAN," *Fondatia: Jurnal Pendidikan Dasar* 4, no. 1 (2020): 1–27, <https://doi.org/https://doi.org/10.36088/fondatia.v4i1.441>.

¹⁷ Pamungkas et al., "Implementasi Model Pembelajaran Berbasis Proyek Dalam Meningkatkan Keterampilan Berfikir Siswa."

¹⁸ Syindi Oktaviani R Tolinggi, "Konstruksi Epistemologi Kurikulum Pendidikanbahasa Arab Perspektif Mahmud Kamil An-Naqoh," *Jurnal Alfazuna: Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 1 (2020): 67–91, <https://doi.org/10.15642/alfazuna.v5i1.645>.

of the implementation of OBE-based learning is played by the readiness of study materials and the implementation of feedback on the stages of student learning outcomes that are oriented to improve quality.¹⁹

This emphasizes the importance of a positive lecturer-student relationship in improving the quality of education. To get around so that students are motivated to complete assignments, there needs to be *feedback* both in the form of assessments and in the form of comments for improvement.²⁰

Opportunity to Participate

Respondents underlined that lecturers provide more opportunities to be involved in the learning process through group discussions and question and answer (R2).

"In the learning process, students are given the opportunity to express their opinions, such as discussions, then percentages, question and answer processes, and input from both friends and lecturers."

This approach creates an interactive atmosphere that allows students to collaborate and learn from each other, which is crucial in the OBE learning model that emphasizes active participation.²¹ The interactive environment allows students to feel more involved and responsible for their learning, thereby increasing motivation and learning outcomes. emphasizes student-centered, participatory and collaborative learning, In addition, project assignments are able to foster students' *Higher Order Thinking Skills* (HOTS) in aspects of communication, collaboration, critical and creative thinking, care and responsibility.²²

Improved Material Understanding

Students feel an improvement in their understanding of the material through various methods/approaches, such as book reviews (R6).

¹⁹ Wahyudin Darmalaksana, "Implementasi RPKPS Mata Kuliah Metode Penelitian Berbasis OBE Pada SKL Dan CPL Jenjang Sarjana Prodi Ilmu Hadis," *Jurnal Ushuluddin UIN Sunan Gunung Djati Bandung*, 2020, 1–16, [https://digilib.uinsgd.ac.id/32222/1/RPKPS Ushuluddin.pdf](https://digilib.uinsgd.ac.id/32222/1/RPKPS%20Ushuluddin.pdf).

²⁰ Martini Dwi Pusparini, "Pembelajaran Daring Berbasis Outcome Based Education (OBE) Dengan Molta," *Refleksi Pembelajaran Inovatif* 2, no. 2 (2021): 336–57, <https://journal.uii.ac.id/RPI/article/view/18658/11081>.

²¹ Muchammad Ibnu Muzakir and Susanto, "IMPLEMENTASI KURIKULUM OUTCOME BASED EDUCATION (OBE) DALAM SISTEM PENDIDIKAN TINGGI DI ERA REVOLUSI INDUSTRI," *Edukasiana: Journal of Islamic Education* 2, no. 1 (2023): 118–39, <https://doi.org/https://doi.org/10.61159/edukasiana.v2i1.86>.

²² Suryani Dewi, "Penerapan Model Pembelajaran Berbasis Proyek Untuk Meningkatkan Hasil Belajar," *PTK: Jurnal Tindakan Kelas* 3, no. 2 (2023): 204–15, <https://doi.org/https://doi.org/10.53624/ptk.v3i2.177>.

"The approach of criticism and analysis of a theory/material helps me improve my understanding of the material I study, such as book reviews through the method of criticism."

This shows that OBE focuses not only on the end result, but also on the process that supports deep understanding, writing skills, and public speaking abilities, all of which are important competencies for aspiring educators. The varied methods assist students in internalizing knowledge and skills relevant to their field of study. Outcome Based Education (OBE) curriculum learning offers ease of application in learning can improve material understanding, learning independence, and student learning outcomes,²³ also master the theoretical concepts of the field of knowledge and skills in general and the theoretical concepts of the special section in the field of knowledge, skills and apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science in accordance with their field of expertise.²⁴

Space for Self-Development

Providing space for interaction and discussion creates a free learning environment and supports mastery of the material according to the needs of students (R4 &R5).

"OBE provides a clear direction in the learning process, with the competencies that we have to achieve, so that I become more focused and know what I have to learn."

"Field research gives me the opportunity to develop my competencies, so that I can implement what I have learned"

This indicates that OBE is able to accommodate a variety of learning styles and individual needs, giving students the opportunity to develop according to their individual potential. OBE focuses not only on academic outcomes, but also on the development of interpersonal and professional competencies. so that it is relevant in the context of education, where the ability to communicate and collaborate is very important. Student learning opportunities are facilitated in the form of

²³ Eli Apud Saepudin et al., "Strategi Pembelajaran Kurikulum Outcome Base Education Dengan Menggunakan Artificial Intelligence Bard" 2, no. April (2024): 269–73.

²⁴ Rustam and Priyanto, "Pembelajaran Tamadun Melayu Jambi Berbasis Outcome- Based Education (OBE) Berorientasi Produk Kreatif Pendahuluan Penelitian Awal Yang Dilakukan Penulis Menunjukkan Bahwa Program Studi Pendidikan Bahasa Dan Sastra Indonesia (PBSI) (S1) Di Provinsi J," *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 5, no. 2 (2022): 359–76, <https://doi.org/https://doi.org/10.30872/diglosia.v5i2.284>.

assignments, projects, practices, e-learning, and mentoring.²⁵ At this stage, the direct involvement of lecturers began to be reduced to provide opportunities for students to develop their own abilities. Students at this stage are emphasized to play more roles than lecturers.²⁶

Challenges Faced By Students

Challenges of Understanding Final Projects

While there are many benefits, students also face challenges in understanding all the concepts taught, especially at the beginning of the semester. Online learning, such as via Zoom, sometimes makes it difficult for them to capture all the information properly (R1&R4&R6).

"Lecturers need further socialization about the Final Goal of learning (such as writing scientific articles, there are still many friends who are not proficient in writing, using mendeley)."

"At the beginning of the semester, learning is not very effective, there is not much variation in livening up the learning atmosphere, so learning is a little monotonous which results in difficulties in achieving the final project."

"lack of information and direction from lecturers how and how we direct the final project given."

This condition shows the need to adjust teaching methods to be more suitable for the context of online learning. One of the things that must be the main concern is in terms of facilities, of course, every change or development of the times also makes a learning model or its implementation will undergo changes. This adaptation process is important and necessary, especially in the adjustment of learning facilities to always improve for the better in the future.²⁷

Improving the Relationship Between Lecturers and Students

Students consider that the role of lecturers as facilitators is very important in OBE. Lecturers who provide constructive input and encourage discussion help students feel more supported (R2&R5).

"Lecturers need to approach students more and guide activities in completing learning outputs, not just giving final assignments."

²⁵ Maman Suryaman, "Orientasi Pengembangan Kurikulum Merdeka Belajar," in *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar Program* (Program Studi Pendidikan Bahasa Indonesia, 2020), 13–28.

²⁶ Yeni Yunita, Roja Pebrian, and Ismail Azkam, "Pengaruh Metode Pembelajaran Bahasa Arab Komunikatif (Communicative Language Teaching) Terhadap Kemahiran Berbahasa Pada Kelas Bahasa (Celad) Mahasiswa Fai-Uir," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 17, no. 2 (2020): 39–49, [https://doi.org/10.25299/al-hikmah:jaip.2020.vol17\(2\).5221](https://doi.org/10.25299/al-hikmah:jaip.2020.vol17(2).5221).

²⁷ Mega Prasrihamni et al., "Inovasi Pendidikan Jenjang Sekolah Dasar Dalam Pelaksanaan Pembelajaran Digital," *Jurnal Riset Pendidikan Dasar* 05, no. 1 (2022): 82–88, <https://doi.org/https://doi.org/10.26618/jrpd.v5i1.7540>.

"The lecturer gives the final project, but it is not directed how to do it by the students."

Appropriate interaction and guidance create a safe space for students to share ideas and collaborate, which in turn increases their understanding of the material.²⁸ Positive interactions between lecturers and students can create a conducive learning environment, where students feel supported in their learning process. This means that every lecturer who will carry out educational interaction learning carried out by lecturers and students with learning resources is able to improve students' abilities and competencies in the teaching and learning process.²⁹

Solutions To Obe-Based Learning

Consultation/Discussion with Friends and Seniors:

The final project is one of the main challenges faced by students. Some of them felt that they did not get clear directions from the lecturers (R1 & R6).

"In completing the final project of a course that I did not understand, I tried to read several articles related to the final project, and discussed with friends and seniors, who had already taken related courses."

"I try to study with friends and several seniors who have taken the course. I asked for direction, input to complete the task."

This indicates that there is a need for a more detailed explanation of what is expected in the final project, as well as how to carry it out. Consultation and discussion are very supportive for the development of linguistic, logical, intrapersonal and interpersonal intelligence.³⁰ Train students to be able to improve their ability to work together in groups. Group cooperation is trained because in the process of learning to solve problems together with the team. The ability to cooperate is honed because students are encouraged to have the desire to communicate, listen and pay attention to the opinions of others.³¹

Emotional Approach

²⁸ Dyah Isna Nurhayati, Dwi Yulianti, and Budi Naini Mindyarto, "Bahan Ajar Berbasis Problem Based Learning Pada Materi Gerak Lurus Untuk Meningkatkan Kemampuan Komunikasi Dan Kolaborasi Siswa," *Unnes Physics Education Journal* 8, no. 2 (2019), <https://doi.org/https://doi.org/10.15294/upej.v8i2.33333>.

²⁹ Dkk Widyarningsih, Heni, *Idealisme Pendidikan Jasmani, Ilmu Keolahragaan Dan Kesehatan Masyarakat*, ed. Dkk Adi Wijayanti, 1st ed. (Tulungagung: Akademia Pustaka Perum., 2022).

³⁰ Aidillah Suja et al., "Pembelajaran Berbasis Multiple Intelligence Melalui Budaya Sekolah Di Thursina International Islamic Boarding School (IIBS) Malang," *Tanjak: Journal of Education and Teaching* 4, no. 1 (2023): 1–18, <https://doi.org/https://doi.org/10.35961/jg.v4i1.629>.

³¹ Rita Meutia, *Aktualisasi Dan Problematika Dalam Pembelajaran*, ed. Adi Wijiyanto (Tulungagung: Akademia Pustaka, 2023).

Students want a more emotional and personal approach to interaction with lecturers (R2&R5).

"I feel that having more open discussions and guidance between students and lecturers can help bridge students."

"Lecturers need to ask students to provide input about their learning experience, so that lecturers know what students need."

A closer relationship between lecturers and students can reduce anxiety and increase students' confidence in overcoming the problems they face. This indicates that the psychological aspect of learning should not be neglected. The emotional approach for an educator is very suitable to be applied in an atmosphere after all, what is clear is that with an emotional approach, it is hoped that students will be aroused by their feelings and emotions.³² Because this phase can also be interpreted as student preparation in facing the social world. The aspects in readiness include; 1) Physical, mental, and emotional conditions, 2) Needs or motives for goals, 3) Other skills, knowledge, and understandings that have been learned.³³

Improved Learning Resources

Students also want to increase the availability of learning resources relevant to OBE. More varied online books and materials will greatly help them in exploring the material (R3 &R4).

"There is a lack of availability of references and supporting materials. Such as books in libraries that are less varied, and access to complicated international journals."

"The use of technology to support learning according to student needs."

This shows the importance of adequate access to educational resources in supporting their learning process. To support the success of learning, there are several main components that are interrelated, these components include planning, teaching materials or teaching materials. One of the main components in learning that has a big role in determining the success rate.³⁴ That way, the campus must have access to various resources and teaching materials to support the learning of each student. In addition, the campus must also provide subject matter for

³² Syafrida, "Sa'adah Dan Pendidikan: Telaah Filosofis Tentang Aproach Kependidikan Menurut Ibn Miskawaih Pada Masa Kekinian," *POTENSLA: Jurnal Kependidikan Islam* 8, no. 2 (2022), <https://doi.org/http://dx.doi.org/10.24014/potensia.v8i2.21423>.

³³ Moh Khoerul Anwar, "Model Eksplorasi Karir Sebagai Upaya Persiapan Karir Siswa Dalam Menghadapi Asean Global," *Jurnal Konseling GUSJIGANG* 3, no. 1 (2017): 1–23, <https://doi.org/http://dx.doi.org/10.24176/jkg.v3i1.1066>.

³⁴ Rifda Haniefia, "Implementasi Model Penilaian Hots (Higher Order Thinking Skills) Pada Penilaian Empat Keterampilan Berbahasa Arab," *Ta'limi | Journal of Arabic Education and Arabic Studies* 1, no. 1 (2022): 49–71, <https://doi.org/10.53038/tlmi.v1i1.11>.

each topic. Obviously, this will certainly require financial support on an ongoing basis.³⁵

Conclusion

From the results of the research on students' perception of the Outcome-Based Education (OBE)-based learning process in the Master of Arabic Language Education program, it can be concluded that:

1. Positive Impression on OBE: Applicative learning increases self-confidence, fosters motivation.
2. Importance of Hands-on Practice: The opportunity to practice theory directly is recognized as a key factor in improving student understanding.
3. Interaction and Feedback: The learning process involving group discussions and constructive feedback from lecturers contributes significantly.
4. Challenges of Online Learning: This highlights the need to adapt teaching methods to be more effective in an online context.
5. The need for a more personalized approach: the importance of psychological support in learning, which can reduce anxiety and increase students' confidence.
6. Availability of Learning Resources: There is a need to increase the availability of learning resources relevant to OBE, in order to support students in better exploring learning materials.

Overall, OBE provides a positive learning experience for students, but it also needs to be balanced with adjustments in teaching methods and more personalized support to overcome existing challenges.

References

- Anwar, Moh Khoerul. "Model Eksplorasi Karir Sebagai Upaya Persiapan Karir Siswa Dalam Menghadapi Asean Global." *Jurnal Konseling GUSJIGANG* 3, no. 1 (2017): 1–23. <https://doi.org/http://dx.doi.org/10.24176/jkg.v3i1.1066>.
- Darmalaksana, Wahyudin. "Implementasi RPKPS Mata Kuliah Metode Penelitian Berbasis OBE Pada SKL Dan CPL Jenjang Sarjana Prodi Ilmu Hadis." *Jurnal Ushuluddin UIN Sunan Gunung Djati Bandung*, 2020, 1–16. [https://digilib.uinsgd.ac.id/32222/1/RPKPS Ushuluddin.pdf](https://digilib.uinsgd.ac.id/32222/1/RPKPS%20Ushuluddin.pdf).
- Dewi, Suryani. "Penerapan Model Pembelajaran Berbasis Proyek Untuk Meningkatkan Hasil Belajar." *PTK: Jurnal Tindakan Kelas* 3, no. 2 (2023): 204–15. <https://doi.org/https://doi.org/10.53624/ptk.v3i2.177>.

³⁵ Ahmad Teguh Purnawanto, "PEMBELAJARAN BERDIFERENSIASI," *Jurnal Ilmiah Pedagogi* 2, no. 1 (2023).

- Efgivia, Givi Mohammad, and Albahra. *OUTCOME-BASED EDUCATION: Teori, Praktik, Dan Aplikasi Dalam Pendidikan Modern*. Edited by Sri Neneng Wahyuni. 1st ed. Bandung: Penerbit Widina Media Utama, 2024.
- Haniefa, Rifda. "Implementasi Model Penilaian Hots (Higher Order Thinking Skills) Pada Penilaian Empat Keterampilan Berbahasa Arab." *Ta'limi | Journal of Arabic Education and Arabic Studies* 1, no. 1 (2022): 49–71. <https://doi.org/10.53038/tlmi.v1i1.11>.
- Japee, Gurudutta P, and Preeti Oza. "Curriculum and Evaluation in Outcome-Based Education." *Psychology and Education* 58, no. 2 (2021): 5620–25.
- Katawazai, Rahmatullah. "Heliyon Implementing Outcome-Based Education and Student-Centered Learning in Afghan Public Universities : The Current Practices and Challenges." *Heliyon* 7, no. 5 (2021): e07076. <https://doi.org/10.1016/j.heliyon.2021.e07076>.
- Khoerunnisa, Putri, and Syifa Masyhuril Aqwal. "ANALISIS MODEL-MODEL PEMBELAJARAN." *Fondatia : Jurnal Pendidikan Dasar* 4, no. 1 (2020): 1–27. <https://doi.org/https://doi.org/10.36088/fondatia.v4i1.441>.
- Mahmudah, Fitri Nur, and Eka Cahya Sari Putra. "Tinjauan Pustaka Sistematis Manajemen Pendidikan: Kerangka Konseptual Dalam Meningkatkan Kualitas Pendidikan Era 4.0." *Jurnal Akuntabilitas Manajemen Pendidikan* 9, no. 1 (2021): 43–53. <https://doi.org/10.21831/jamp.v9i1.33713>.
- Meutia, Rita. *Aktualisasi Dan Problematika Dalam Pembelajaran*. Edited by Adi Wijiyanto. Tulungagung: Akademia Pustaka, 2023.
- Mustarin, Amirah, and Muhammad Wiharto. "Persepsi Mahasiswa Terhadap Penggunaan Program E-Learning Berbasis LMS Pada Mata Kuliah Teknologi Budidaya Perikanan." In *PROSIDING SEMINAR NASIONAL LEMBAGA PENELITIAN UNIVERSITAS NEGERI MAKASSAR "Diseminasi Hasil Penelitian Melalui Optimalisasi Sinta Dan Hak Kekayaan Intelektual"*. Makassar: Universitas Negeri Makassar, 2018.
- Muttaqin, Imam. "تكمال المدخلات والعمليات والمخرجات والنواتج في منهج تعليم اللغة العربية "على ضوء نظرية التعليم القائم على النتائج: دراسة الحالة بجامعة دار السلام كونتور Pascasarjana UIN Maulana Malik Ibrahim Malang, 2024.
- Muzakir, Muchammad Ibnu, and Susanto. "IMPLEMENTASI KURIKULUM OUTCOME BASED EDUCATION (OBE) DALAM SISTEM PENDIDIKAN TINGGI DI ERA REVOLUSI INDUSTRI." *Edukasiana: Journal of Islamic Education* 2, no. 1 (2023): 118–39. <https://doi.org/https://doi.org/10.61159/edukasiana.v2i1.86>.
- Novianto, Muhammad Afriansyah, and Munirul Abidin. "Implementasi Kurikulum Merdeka Belajar Dalam Meningkatkan Kualitas

- Pembelajaran Di Madrasah Aliyah Muhammadiyah 2 Kedungkandang Malang.” *Al-Fâhim: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2023): 241–51. <https://doi.org/10.54396/alfahim.v5i2.728>.
- Nurhayati, Dyah Isna, Dwi Yulianti, and Budi Naini Mindyarto. “Bahan Ajar Berbasis Problem Based Learning Pada Materi Gerak Lurus Untuk Meningkatkan Kemampuan Komunikasi Dan Kolaborasi Siswa.” *Unnes Physics Education Journal* 8, no. 2 (2019). <https://doi.org/https://doi.org/10.15294/upej.v8i2.33333>.
- Pamungkas, Ageng Satria, Trisna Rukhmana, Zahlimar, ukhtar Zaini KadirunDahlan, and Kusuma Wardany. “Implementasi Model Pembelajaran Berbasis Proyek Dalam Meningkatkan Keterampilan Berfikir Siswa.” *Journal on Education* 4, no. 4 (2024): 796–807. <https://doi.org/10.58578/masaliq.v4i4.3180>.
- Prasrihamni, Mega, Arita Marini, Maratun Nafiah, and Nora Surmilasari. “Inovasi Pendidikan Jenjang Sekolah Dasar Dalam Pelaksanaan Pembelajaran Digital.” *Jurnal Riset Pendidikan Dasar* 05, no. 1 (2022): 82–88. <https://doi.org/https://doi.org/10.26618/jrpd.v5i1.7540>.
- Purnawanto, Ahmad Teguh. “PEMBELAJARAN BERDIFERENSIASI.” *Jurnal Ilmiah Pedagogy* 2, no. 1 (2023).
- Pusparini, Martini Dwi. “Pembelajaran Daring Berbasis Outcome Based Education (OBE) Dengan Molta.” *Refleksi Pembelajaran Inovatif* 2, no. 2 (2021): 336–57. <https://journal.uui.ac.id/RPI/article/view/18658/11081>.
- Putrianingsih, Sri, and Nur Irma Ma’rifah. “Implementasi Teori Belajar Humanistik Pada Mata Kuliah Konsep Dasar Sains Materi Bagian Tumbuhan Dan Fungsinya Mahasiswa PGMI IAIH Pare Tahun Ajaran 2021/2022.” *IONAVTIF: Jurnal Penelitian Pendidikan, Agama Dan Kebudayaan* 8, no. 1 (2022): 49–66. <https://doi.org/https://doi.org/10.55148/inovatif.v8i1.259>.
- R Tolinggi, Syindi Oktaviani. “Konstruksi Epistemologi Kurikulum Pendidikanbahasa Arab Perspektif Mahmud Kamil An-Naqoh.” *Jurnal Alfazuna : Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 1 (2020): 67–91. <https://doi.org/10.15642/alfazuna.v5i1.645>.
- Rustam, and Priyanto. “Pembelajaran Tamadun Melayu Jambi Berbasis Outcome- Based Education (OBE) Berorientasi Produk Kreatif Pendahuluan Penelitian Awal Yang Dilakukan Penulis Menunjukkan Bahwa Program Studi Pendidikan Bahasa Dan Sastra Indonesia (PBSI) (S1) Di Provinsi J.” *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 5, no. 2 (2022): 359–76. <https://doi.org/https://doi.org/10.30872/diglosia.v5i2.284>.
- Sa’diyah, Halimatus, and Maman Abdurahman. “Pembelajaran Bahasa Arab Di

- Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing.” *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2021): 51–69. <https://doi.org/https://doi.org/10.32699/liar.v5i1.1665>.
- Saepudin, Eli Apud, Dede Qodrat, Al Wajir, Parko Prahima, and Arief Rachman. “Strategi Pembelajaran Kurikulum Outcome Base Education Dengan Menggunakan Actificial Intelligence Bard” 2, no. April (2024): 269–73.
- Setiono, Sistiana Windyariani, and Aa Juhanda. “Implementasi Sistem Penilaian Berbasis Oucome Based Education Di Perguruan Tinggi.” *Jurnal Pendidikan* 11, no. 1 (2023): 1–9.
- Suja, Aidillah, Miftahul Huda, Ahmad Fadhel, Syakir Hidayat, and Azwar Annas. “Pembelajaran Berbasis Multiple Intelligence Melalui Budaya Sekolah Di Thursina International Islamic Boarding School (IIBS) Malang.” *Tanjak: Journal of Education and Teaching* 4, no. 1 (2023): 1–18. <https://doi.org/https://doi.org/10.35961/jg.v4i1.629>.
- Suryaman, Maman. “Orientasi Pengembangan Kurikulum Merdeka Belajar.” In *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar Program*, 13–28. Program Studi Pendidikan Bahasa Indonesia, 2020.
- Syafrida. “Sa’adah Dan Pendidikan: Telaah Filosofis Tentang Aproach Kependidikan Menurut Ibn Miskawaih Pada Masa Kekinian.” *POTENSLA: Jurnal Kependidikan Islam* 8, no. 2 (2022). <https://doi.org/http://dx.doi.org/10.24014/potensia.v8i2.21423>.
- Widyaningsih, Heni, Dkk. *Idealisme Pendidikan Jasmani, Ilmu Keolahragaan Dan Kesehatan Masyarakat*. Edited by Dkk Adi Wijayanti. 1st ed. Tulungagung: Akademia Pustaka Perum., 2022.
- Yan, Ma, and Zhang Shuyue. “Outcome-Based Education for English Teaching Reform in The Era of The ‘ Post - Method.”” *European Journal of Literature, Language and Linguistics Studies* 5, no. 3 (2021): 131–40. <https://doi.org/10.46827/ejll.v5i3.304>.
- Yang, Peiyi, Siyu Lai, Hongwei Guan, and Juan Wang. “Teaching Reform and Practice Using the Concept of Outcome-Based Education – A Case Study on Curriculum Design for a Microcontroller Unit Course.” *International Journal of Emerging Technologies in Learning (IJET)* 17, no. 3 (2022): 68–82. <https://doi.org/https://doi.org/10.3991/ijet.v17i03.29041>.
- Yunita, Yeni, Roja Pebrian, and Ismail Azkam. “Pengaruh Metode Pembelajaran Bahasa Arab Komunikatif (Communicative Language Teaching) Terhadap Kemahiran Berbahasa Pada Kelas Bahasa (Celad) Mahasiswa Fai-Uir.” *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 17, no. 2 (2020): 39–49. [https://doi.org/10.25299/al-hikmah:jaip.2020.vol17\(2\).5221](https://doi.org/10.25299/al-hikmah:jaip.2020.vol17(2).5221).

Zhafira, Hilmy Nabila, Yenny Ertika, and Chairiyaton. "Presepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19." *Jurnal Bisnis Dan Kajian Strategi Manajemen* 4, no. 1 (2020): 37–45.
<https://doi.org/https://doi.org/10.35308/jbkan.v4i1.1981>.