



## Development of Outcome-Based Education (OBE) Framework in Arabic Education in Indonesia

Zainal Muttaqin<sup>1\*</sup>, Kisno Umbar<sup>2</sup>, Farha Fuada<sup>3</sup>, Andini Nuraisyah<sup>4</sup>, Husnul Hafiza Rahma<sup>5</sup>

<sup>1,2,3,4,5</sup> Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

Correspondence: E-mail: [zainal@uinjkt.ac.id](mailto:zainal@uinjkt.ac.id)

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### ABSTRACT

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This study aims to develop an Outcome-Based Education (OBE) framework for Arabic language education in Indonesia that can systematically align learning outcomes with global standards, academic expectations, and industry needs. A mixed-method Research and Development (R&D) approach, grounded in Richey and Klein's model, was employed. The research was conducted at UIN Syarif Hidayatullah Jakarta and involved 12 participants, including heads of Arabic language study programs and representatives from professional associations. The stages of needs analysis, design, implementation, and evaluation were carried out collaboratively with academics, practitioners, and industry stakeholders. Data were analyzed using thematic analysis for qualitative input and descriptive statistics for quantitative findings. The results showed that effective OBE integration requires clearly defined and measurable learning outcomes encompassing Arabic proficiency, educational technology skills, and intercultural understanding. Project-based and case-based learning enhanced students' critical thinking, creativity, and reflective capacities. Continuous assessment through portfolios, projects, and authentic tasks fostered engagement and accountability. The study also highlights the importance of professional development for lecturers, cross-disciplinary collaboration, and curriculum contextualization with Islamic values and local culture.

## 1. INTRODUCTION

The fact that Arabic language teaching in Indonesia has a long history is not a guarantee that Arabic language teaching in Indonesia is developing rapidly. History proves that the Arabic language has been known since the entry of Islam into the archipelago (Azra, 1999). For the Indonesian people, especially Muslims, Arabic is not a "foreign language" because its content is integrated with the needs of Muslims. This is where the weakness, attitude, and views of most Indonesian Muslims still think that Arabic is only a religious language, so the development of this language is limited to Muslims who want to deepen their religious knowledge (Amin & Ananda, 2018; Sauri, 2020; Wahab, 2014). Few people realize that Arabic is not only a religious language but also a language of science and science that has succeeded in producing great works of scholars in various fields of science, philosophy, history, and literature. Therefore, it is not an exaggeration to say that Arabic is the foundation for the growth of modern science, which is developing rapidly today (Chejne, 1968; Izzan, 2011; Masood, 2017; Wahab, 2014).

In his position, learning Arabic means learning a language that has a strategic position in the world, especially considering Arabic as one of the world's languages (Bakalla, 2023). Good Arabic language skills are important in various fields, such as diplomacy, trade, tourism, and cross-cultural cooperation. However, challenges in teaching and learning Arabic in Indonesia still exist, including practical learning methods and approaches.

The problem is that Indonesia's Arabic language education curriculum is still faced with many problems. According to Wahab (2016), in addition to linguistic problems formulated by Fahrurrozi (2014), there are also problems related to the relevance of the Arabic Language Education curriculum at almost all levels of education, in addition to difficulties in learning methods and strategies, media limitations, and the professionalism of tutors or teachers. This problem leads to allegations that Arabic Language Education held in Indonesia at the level of implementation is still misoriented. Theoretically, Arabic has at least several orientations, such as religious, academic, ideological, and economic orientations.

In the midst of confusion in the Arabic language education curriculum in Indonesia, the trend of implementing the conceptual framework OBE was initiated by William G. Spady (1994), an education expert from the United States, who has become a breath of fresh air to reformulate the Arabic language education curriculum that is relevant to today's needs. OBE began to emerge in the late 20th century in response to the need to improve the quality of education and ensure that higher education graduates are genuinely prepared to enter the workforce (Spady, 1994, p. 3). This trend is late in Indonesia because in some countries it is reported that many have adopted this concept to develop education today, such as the United States (Harden, 1999) New Zealand (Sundar, 1999) English (Ross, 1999), South Africa (Botha, 2002), Western Australia (Martin & Alderson, 2007), and Hong Kong (Ewell, 2006), Bangladesh, Malaysia, India, Saudi Arabia, Kuwait, Pakistan, Turkey, Philippines, UAE (Qadir et al., 2020) Sri Lanka (Jazeel, 2020), and China (Zhang & Ge, 2022).

The reason why this OBE is in demand around the world and has even become a standard for international accreditations such as the Washington Accord, ASIIN, and ACQUIN

(Achmad et al., 2023) is undoubtedly based on the answer that OBE can answer future challenges. The advantages of this OBE are focusing on measurable results, increasing accountability, graduate workforce readiness, international compatibility, improving the quality of education, preparing students to be globally competitive, and facilitating the transfer of lectures from Indonesia abroad (Akir et al., 2012).

OBE allows lecturers to develop courses with methods that challenge students to think critically and work collaboratively. According to the results of an interview with one of the lecturers of Arabic Language Education at Jambi University, in the OBE planning has been implemented there, each meeting is designed with expected results, for example, the ability of students to interpret Arabic texts critically or produce good written works in Arabic. This can help students see the end goal of what they are learning (Muzakir, 2023a).

Outcome-Based Education (OBE) has become an essential framework in higher education reform. However, research specifically addressing the reformulation of the Arabic language education curriculum based on OBE principles remains limited in Indonesia. In recent years, researchers found that it was precisely in Sri Lanka that (M. Jazeel, 2020) research revealed related to the integration of Arabic and Islamic Studies curricula in universities there. In other studies, M. I. M. Jazeel (2020) studied OBE applications in Religious Studies in madrassas in Sri Lanka. Other research on the implementation of OBE is mainly found in English, conducted in Indonesia, such as Rahayu et al. (2021), and in China (Zhang & Ge, 2022). There is also research (Muzakir, 2023a) that is more general, who review the OBE curriculum and its implementation in higher education. Recently, there have been several studies that examine OBEs in Arabic language education, such as Chotimah et al. (2025), who examines the implementation of the Outcome-Based Education (OBE) curriculum in the Arabic Language and Literature Study Program (BSA) at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, meanwhile Shofiyani (2025) evaluated the Indonesian National Qualifications Framework (KKNI) and its effectiveness in implementing OBE in the Arabic Language Education (PBA) curriculum at KH. A. Wahab Hasbullah University (UNWAHA). In addition to these two studies, Muhammad Sobri et al. (2025) examined the implementation of the Results-Based Education (OBE) curriculum under the Independent Learning-Independent Campus (MBKM) policy in the Arabic Language Education program at the University of Jambi. Theoretically, Umbar et al. (2025) have also reviewed the alignment of the principles of the OBE curriculum with the principles of the Sustainable Development Goals (SDGs).

Previous studies have shown that the implementation of Outcome-Based Education (OBE) in Arabic language education in Indonesia remains partial, mainly limited to the practical stage. The study by Chotimah et al. (2025) at UIN Maulana Malik Ibrahim Malang focused primarily on the procedural and technical challenges of OBE implementation, while Shofiyani (2025) at UNWAHA Jombang conducted an evaluative investigation emphasizing curriculum revitalization within the KKNI framework. Similarly, research by Sobri et al. (2025) at Jambi University examined the linkage between OBE and the Merdeka Belajar-Kampus Merdeka (MBKM) policy. However, it did not extend to formulating a conceptual

framework of OBE specifically tailored to Arabic language education. Therefore, this study presents its novelty by developing a systematic theoretical and practical framework of OBE for the Arabic Language Education (PBA) program in Indonesia, strengthening the direction of curriculum reform toward measurable and nationally relevant learning outcomes.

Therefore, this article aims to answer the question of the development of the Outcome-Based Education (OBE) framework in Arabic Language Education (PBA) in the Indonesian Context. To be more specific, this study aims to answer the following basic points: to uncover the factors that need to be considered in formulating the OBE framework for PBA in Universities in Indonesia; to find out the relevance of the OBE framework in the context of PBA Development in Indonesia. In addition, lessons that can be learned from the experience of implementing international OBE models can also provide valuable guidance for developing the OBE curriculum in Arabic language education in Indonesia.

## **2. METHODS**

This research will be carried out in the Arabic language study program of UIN Syarif Hidayatullah Jakarta from January to July 2024. The research method used in this study is development research (research and development). This research is used because it is considered very appropriate to develop an ideal framework in the development of the Arabic Language Study Program in Indonesia, especially at UIN Syarif Hidayatullah Jakarta. After all, this method has characteristics that contain elements of researcher intervention, iterative (repeatable), process-oriented, usability-oriented, and theory-oriented, needed at the design stage as a conceptual framework underlying scientific analysis (Rusdi, 2018, p. 21). As for the R&D concept (research and development), the researcher uses the Richey and Klein concept, which is the R&D concept that focuses on two main types, including product and tool research and model research. The development of the new model aims to develop a new instructional model that is based on theory and best practice so that it can be used in various educational contexts. Meanwhile, the validation and use of the model aim to test and evaluate how the model is used in practice.

The instruments in this study are in-depth interviews, Focus Group Discussion (FGD) guidelines, and surveys. Meanwhile, the research data sources in this study are divided into two, namely primary and secondary data. Primary data sources are obtained from relevant literature about OBE in the context of Arabic language education in the world, the results of interviews with Arabic language experts, stakeholders of the Arabic Language Education Study Program, lecturers, and students of the Arabic language program, as well as data sources derived from relevant previous research in the form of journals and reports, as well as several documentations. Therefore, the data source used is qualitative data that will be analyzed following the Miles and Huberman model, namely data collection, data reduction, data presentation, and conclusion drawing/verification (Miles & Huberman, 1994; Moleong, 2017; Sugiyono, 2019) to identify emerging patterns, themes, and findings. Then, the results of the analysis will be developed into an OBE framework that is in accordance with the context of Arabic language education in Indonesia.

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

##### Needs Analysis from Associations and Stakeholders

This needs analysis involves associations, stakeholders from the Arabic language education study program, and students in producing an appropriate curriculum framework. It should be noted that the involvement of these alumni is an important part of ensuring the suitability of the curriculum with industry needs and scientific developments.

This first analysis is based on a draft in-depth interview with the Chairman of the Association of Arabic Education Programs (PBA), Hanik Mahliatussikah, and the Head of the PBA Study Program of UIN Syarif Hidayatullah Jakarta, Mukhshon Nawawi. The Chairman of the PPPBA Association explained that OBE is not a new concept in Indonesia and has been implemented in several universities since 2018, especially under the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), such as at the State University of Malang (UM) and the State University of Semarang (UNNES). According to Hanik, implementing the OBE curriculum is seen as important so that the PBA curriculum in Indonesia is equivalent to international standards and is not left behind.

*"So we (Indonesia) should not be left behind with the curriculum that is used in international standards and is also used abroad. Currently, it is based on OBE. That is why in Indonesia, it is also currently directed to use OBE so as not to be left behind. This will be very helpful if we follow international accreditation, because those from Germany, Japan, and America see that the curriculum is based on OBE. (Transcript of an interview with the Chairman of PPPBA, Pof. Dr. Hanik Mahliatussikah, M.Hum, on June 1, 2024.*

The implementation of OBE within the scope of the PBA study program in Indonesia requires a common understanding among the managers of the study program in order to understand a comprehensive curriculum framework. In this context, Hanik views the presence of associations as important to equalize these perceptions. He said that PPPBA has tried to start this effort by collecting the curriculum of PBA study programs from various universities in Indonesia to be reviewed holistically so that the implementation of the OBE curriculum will not eliminate the peculiarities of each study program.

*Among the efforts of PPPBA that have been carried out is to conduct socialization for the heads of PBA study programs (S1) throughout Indonesia, and also the Heads of S2 and S3 postgraduate study programs throughout Indonesia. The socialization was carried out in February 2024." (Transcript of an interview with the Chairman of PPPBA, Prof. Dr. Hanik Mahliatussikah, M.Hum, on June 1, 2024).*

Furthermore, Hanik explained that the implementation of the OBE curriculum is an urgent need in meeting the demands of this internationalization. With an approach that focuses on learning outcomes, OBE enables graduates to have competencies that are relevant and appropriate to global needs. Therefore, curriculum transformation is a top priority so that the PBA study program is not only relevant at the national level, but also

able to contribute in the international arena.

In facing this global challenge, the Arabic Language Education study program needs to improve the quality of the curriculum in accordance with international standards. The preparation of the curriculum must ensure that the graduate profile is in line with the learning outcomes (LO) that have been designed. In addition, the learning process needs to be integrated effectively, starting from planning and implementation to evaluation, so that the expected results can be optimised. With this strategy, the PBA study program can not only meet international demands but also produce competitive graduates at the global level.

Head of the Arabic Education Program Mukhshon Nawawi explained that OBE focuses on learning outcomes that have been clearly formulated and must be achieved by graduates. Learning outcomes must include integrated aspects of attitudes, skills, and knowledge. In this curriculum, LO is a crucial element in the OBE-based curriculum because it directs the entire educational process towards measurable and relevant results. The CPL ideology should reflect the balance between attitudes, skills, and knowledge required by graduates to function effectively in their professional roles. Effective CPL development requires collaboration between academics, practitioners, and industry stakeholders to ensure that educational outcomes align with the job market's and society's needs. The CPL development process should begin with an analysis of stakeholder needs and benchmarking against national and international standards, and be reviewed and updated regularly to reflect developments in the disciplines of Arabic language and learning technology.

*"As the name of the OBE suggests, what we mature is the outcome, what we call learning, yes, the learning outcomes are clearly formulated, right, so that it can be described what will be assessed. Heeh is related to the learning outcomes that graduates have mastered, right, in that direction. Yes, that is why I know that OBE is a curriculum, of course, based on learning outcomes driven by assessments." (Transcript of an interview with the Head of PBA Study Program, Mukhshon Nawawi, on May 1, 2024).*

Mukhshon explained that effective Learning Outcomes (LOs) must be derived from and aligned with the graduate profile, which is itself shaped by industry needs, alumni tracer studies, and modern skill requirements like digital literacy. To achieve these LOs, the OBE curriculum should incorporate relevant elective courses, practical experiences such as internships, and a strong emphasis on project-based and real-life learning.

Assessment is a critical component of OBE and must be designed with clear indicators to measure the actual achievement of LOs, moving beyond just evaluating the learning process. A variety of assessment methods—including written tests, projects, presentations, and portfolios—supported by detailed rubrics, are essential. These assessments must also provide constructive feedback to students and serve as a basis for ongoing curriculum evaluation and improvement.

While the curriculum must be adapted to OBE and MBKM policies, its core principles, which focus on student competency, must be preserved through active, collaborative, and contextual learning. The integration of new approaches like

educational technology and cross-disciplinary learning is vital for supporting LO achievement.

Successful OBE implementation faces the significant challenge of ensuring buy-in from all stakeholders, including lecturers and students. This requires ongoing training, socialization, and strong collaborative commitment from institutional management, faculty, and students, with leaders providing essential resources. Therefore, a swift transition to an OBE-based curriculum in Arabic language education in Indonesia is urgent, necessitating support from associations and program leaders to develop relevant LOs, robust assessments, and international standards, thereby ensuring graduates are globally competitive.

### Needs Analysis from the Students

The analysis of needs among students was carried out using a survey that referred to the Likert scale with five levels: "Very unimportant", "Not important", "Neutral", "Important", and "Very important". A total of 177 students participated in this survey, giving their views on ten closed questions on learning Arabic. These aspects include, among other things, the extent to which the curriculum reflects the needs of students, the importance of cultural integration in learning, the effectiveness of project-based learning, the need for curriculum updates, and increased opportunities for practice outside the classroom. This survey provides valuable insights into how study programs can be adapted to better meet student needs. Pay attention to the results of the descriptive analysis of the answers of the respondents from among students.

Table 1. Results of the analysis of the needs analysis questionnaire by students in the development of the OBE curriculum in the PBA Study Program

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Count	177	177	177	177	177	177	177	177	177	177
Mean	3.95	3.6	3.67	3.7	3.91	3.78	3.14	3.55	3.79	3.93
Std	0.92	0.85	0.9	0.9	0.98	0.94	0.97	0.88	0.9	0.84
Min	1	1	1	1	1	1	1	1	1	1
25%	3	3	3	3	3	3	3	3	3	3
50%	4	4	4	4	4	4	3	3	4	4
75%	5	4	4	4	5	5	4	4	4	5
Max	5	5	5	5	5	5	5	5	5	5

From the statistical analysis table above, it can be understood as follows: Q1 - the curriculum reflects needs. In Q1, an average score of 3.95 was obtained. The data shows that students feel quite well that the current curriculum reflects their needs and interests, although there is still room for improvement to match student expectations better. Q2 - practical application in the world of work. In the Q2 data, an average value of 3.60 was obtained. The data show that the importance of the link between Arabic language learning and practical applications in the world of work is recognized by students, indicating the need to strengthen this aspect in the curriculum; Q3 - project-based learning. In the Q3

data, an average score of 3.67 was obtained. The data showed that students considered project-based learning to be an effective method, which emphasized the importance of projects in learning to master relevant skills; Q4 - Arabic cultural component. In the Q4 data, an average score of 3.67 was obtained. The data shows that the integration of Arabic cultural components in the curriculum is considered important, supporting a deeper understanding of the language context; Q5 - real Application Evaluation. In the Q5 data, an average score of 3.91 was obtained. The data show that there is a strong need for evaluations that focus on real application abilities rather than memorization, signaling students' desire to assess abilities based on practical application; Q6- independent learning opportunities. In the Q6 data, an average score of 3.78 was obtained. The data showed that students expressed moderate satisfaction with independent learning opportunities, indicating the need to increase independent learning opportunities; Q7 - group assignment cooperation. In the Q7 data, an average score of 3.14 was obtained. The data showed that the importance of cooperation in group assignments scored the lowest, which may indicate that cooperation needs to be better facilitated to improve language skills; Q8 - curriculum update is needed (Q8). In the Q8 data, an average score of 3.55 was obtained. The data shows that the curriculum is considered to need to be updated to accommodate the latest developments, reflecting the need for revision to adapt to the latest trends in language education; Q9 - focus on interpersonal communication (Q9). In the Q9 data, an average score of 3.79 was obtained. The data shows that there is a desire for lecturers to focus more on developing interpersonal communication skills, which are important for social and professional interaction; and Q10 - Opportunities for out-of-class practice. The Q10 data shows that the average score obtained is 3.93, which indicates that students really appreciate the opportunity to practice Arabic outside the classroom, indicating the need for the study program to expand this opportunity.

Based on the data, students strongly emphasize the need for a curriculum that links learning to practical applications and real-world, ability-based evaluations. The high average scores and low standard deviation indicate a unanimous student demand for more relevant and practical changes. These results provide a solid foundation for study programs to adjust the Outcome-Based Education (OBE) framework, shifting focus from theoretical mastery to applied skills in real-life contexts. Implementing more interactive, project-oriented methods and updating the curriculum accordingly will enhance Arabic language education's relevance and effectiveness, better preparing students for global challenges.

### **OBE Principles and Arabic Education Curriculum Development**

Based on a comprehensive needs analysis, which encompassed in-depth interviews with key stakeholders, such as program heads, representatives of the Arabic Education Association, and industry practitioners, as well as surveys conducted among students of the Arabic Education Program at UIN Syarif Hidayatullah Jakarta, eight core principles for implementing Outcome-Based Education (OBE) were identified. Please refer to the diagram below.

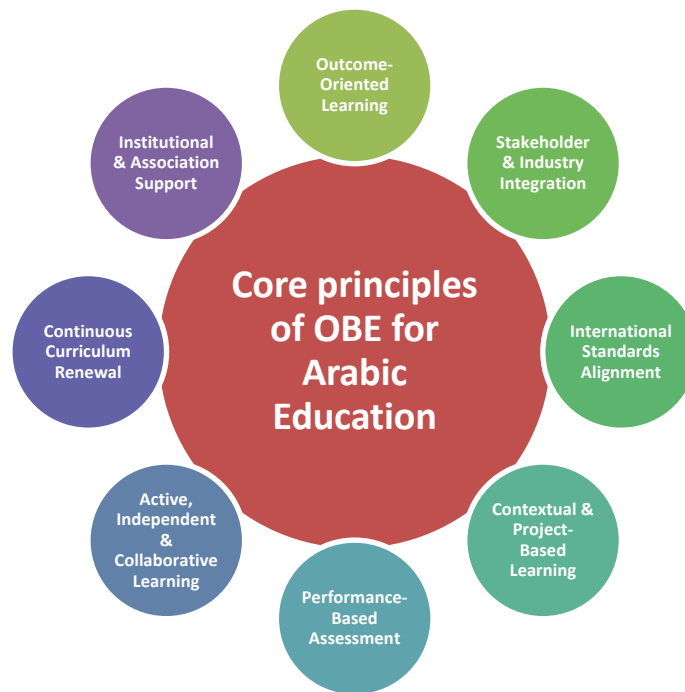


Figure 1. Core Principles of OBE for Arabic Education

The visualized framework in Figure 1 presents eight interrelated principles that constitute the core of Outcome-Based Education (OBE) for Arabic Education in the Pendidikan Bahasa Arab (PBA) Study Program at UIN Syarif Hidayatullah Jakarta. Rooted in stakeholder interviews and student survey findings, this model underscores the need for a curriculum that is globally aligned, practically relevant, and outcomes-driven. (1) The first principle, Outcome-Oriented Learning, ensures that every educational process focuses on measurable learning outcomes integrating knowledge, skills, and attitudes, as emphasized by Mukhshon Nawawi. Supporting this foundation, (2) Stakeholder and Industry Integration and (3) International Standards Alignment highlight the importance of aligning graduate competencies with labor market expectations and international accreditation frameworks. Hanik Mahliatussikah stressed that adopting OBE allows Indonesian Arabic education to match global standards, strengthening both competitiveness and institutional credibility.

To translate these goals into practical learning experiences, (4) Contextual and Project-Based Learning and (5) Performance-Based Assessment become pivotal components. These principles promote experiential and authentic learning approaches that connect theory to real-life contexts through projects, internships, and community engagement. Student survey data support this direction, with high mean scores for project-based learning (Q3 = 3.67) and practical applications outside the classroom (Q10 = 3.93), indicating students' strong preference for hands-on, relevant learning. Similarly, performance-based assessment (Q5 = 3.91) shows that students favor evaluation methods that measure practical competence rather than memorization, using portfolios, projects, and rubrics accompanied by constructive feedback. These strategies encourage higher-order thinking, creativity, and sustained skill development in both linguistic and

cultural dimensions.

Lastly, (6) Active, Independent, and Collaborative Learning, (7) Continuous Curriculum Renewal, and (8) Institutional and Association Support ensure sustainable OBE implementation. Active and collaborative learning fosters autonomy and teamwork, responding to student needs reflected in survey items Q6 and Q7. Continuous renewal guarantees that the curriculum remains adaptive to emerging technologies and global educational trends, while institutional and association support—particularly from PPPBA—provides leadership, capacity building, and shared policy direction. Collectively, these eight principles create a cohesive framework for transforming Arabic language education through OBE, equipping graduates with the competence, adaptability, and innovation required to contribute effectively at national and international levels.

Building on the previously outlined eight core principles of OBE, the following section presents their practical application within the Pendidikan Bahasa Arab (PBA) Study Program at UIN Syarif Hidayatullah Jakarta. This framework translates the conceptual principles into concrete stages of implementation—ranging from formulating learning outcomes to designing courses, conducting assessments, and contextualizing learning in the Arabic education setting. Each stage ensures that the curriculum remains outcomes-driven, relevant, and responsive to both academic and industry needs. See the following figure for the implementation framework.

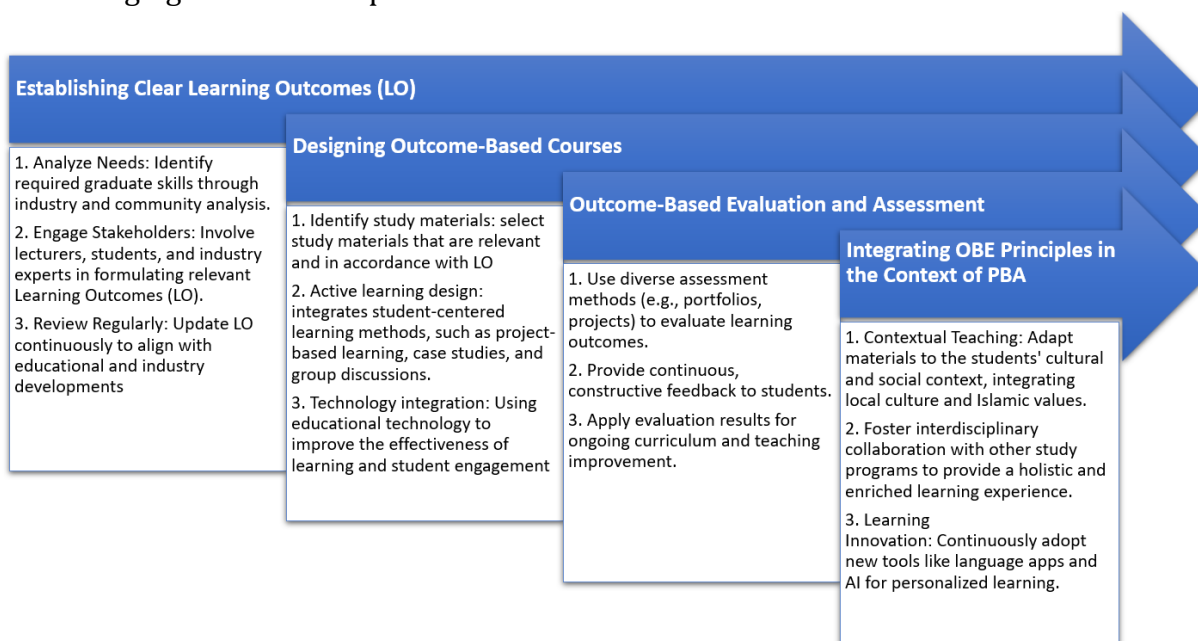


Figure 2. Framework for Implementing Outcome-Based Education (OBE) in Arabic Language Education

The implementation of an Outcome-Based Education (OBE) curriculum in the Arabic Language Education Study Program (PBA) requires comprehensive guidelines. The process begins with establishing clear and measurable Learning Outcomes (LOs) for Arabic mastery, educational technology skills, and cultural understanding. These LOs must be developed through stakeholder involvement and undergo periodic reviews to

ensure relevance to the job market.

The next step is designing courses with specific Course Learning Outcomes (CLOs) that align with the program LOs. This involves integrating student-centered methods like project-based learning and case studies, alongside educational technology, to increase engagement and effectiveness (Biggs & Tang, 2011, p. 45). Evaluation is focused on measuring LO achievement through diverse methods such as portfolios, projects, and self-assessments, as emphasized in national regulations. Providing constructive, continuous feedback is crucial for supporting student development and a reflective learning process.

Furthermore, successful implementation requires competency development for both lecturers and students. Lecturers need professional training in OBE principles, while students should engage in supplementary skill-building activities. The curriculum must also be contextualized by incorporating local cultural elements and Islamic values, and through interdisciplinary collaboration.

Despite challenges such as a lack of understanding and technological infrastructure, solutions include intensive training, investment in technology, and strong collaboration among all stakeholders. As Hanik emphasized, this collaboration is key to overcoming challenges. Finally, the OBE framework requires periodic curriculum evaluation and adjustment to maintain its relevance and effectiveness in line with global and industrial standards.

### 3.2 Discussion

The development of an Outcome-Based Education (OBE) framework for Arabic Language Education (PBA) in Indonesia, as detailed in this study, is a strategic response to the converging pressures of globalization, digitalization, and educational accountability. While the needs analysis confirms OBE's pivotal role in aligning curricula with international standards, a deeper exploration reveals multifaceted dynamics that demand a critical and contextualized approach. This discussion expands the findings by examining two critical, interconnected dimensions: the reconceptualization of Arabic competency within a glocalized framework and the systemic transformation required for its authentic pedagogical enactment, drawing on recent scholarly debates and empirical evidence.

#### **Reconceptualizing Arabic Competency: A Glocalized Framework for OBE Implementation**

The consensus among stakeholders on OBE as a vehicle for international recognition necessitates a critical re-examination of what constitutes Arabic competency in the Indonesian context. While the formulation of clear Graduate Learning Outcomes (CPL) is universally acknowledged, the study reveals an imperative to move beyond conventional linguistic metrics toward a more holistic, "glocalized" competency framework (Suci & Puspitasari, 2017). This involves a sophisticated synthesis of global standards with local epistemological traditions, particularly those rooted in Islamic education (Dairabi Kamil et al., 2025).

The primary challenge lies in navigating a fundamental divide in the purpose of Arabic language education. On one hand, global standards and frameworks like the Washington Accord tend to prioritize practical, communicative skills for the workplace (Qadir et al., 2020). On the other hand, the Indonesian PBA tradition, deeply influenced by the pesantren system, places a strong emphasis on understanding and interpreting classical religious texts (Van Bruinessen, 1995). Our analysis of the stakeholder interviews reveals that this is not merely a theoretical conflict but a daily practical dilemma for lecturers, who often feel torn between preparing students for the global job market and preserving deep engagement with classical texts. A truly effective OBE framework must bridge this gap rather than choosing one focus over the other, as demonstrated in successful implementations in other Islamic university contexts (Ahmadi & Saad, 2024). For instance, we propose that a CPL concerning "Advanced Literacy" could be designed to assess a student's ability to both analyze a modern Arabic political editorial (global communicative standard) and critically interpret a passage from a classical text like Al-Ghazali's *Ihya' 'Ulum al-Din* (local interpretive standard), thereby creating what contemporary educational researchers identify as a "contextualized curriculum" that serves dual purposes (Lukens-Bull, 2013). This integrated approach, which emerged from our framework development, directly addresses the stakeholder call for a curriculum that maintains local identity while achieving global relevance.

This globalized approach directly addresses and expands upon the student survey data, which shows a strong demand for practical application (Q5, Mean=3.91). These competencies can be framed within authentic, technology-mediated contexts that resonate with both global professional environments and local cultural spheres. Recent studies on Technology-Enhanced Language Learning (TELL) in Islamic contexts suggest that project-based learning could involve students creating digital storytelling projects or podcasts that explain Indonesian Nahdlatul Ulama (NU) traditions to Arabic-speaking audiences (Harahap et al., 2025) or developing social media content that counters religious extremism using authentic Arabic sources (Rauhillah et al., 2023). This approach transforms students from passive learners into active "cultural intermediaries," a concept supported by research on global citizenship education in language learning, which emphasizes the development of critical skills to navigate, mediate, and connect diverse cultural contexts (Setyowati & Herianto, 2022). The success of OBE, therefore, will be measured by its ability to produce graduates who are not just proficient in Arabic but are also ethically minded actors capable of articulating local wisdom through global frameworks and digital platforms.

### **Systemic Enablers for Pedagogical Transformation**

The identification of a "limited understanding of OBE principles among lecturers" points to a challenge that transcends curriculum design and strikes at the heart of pedagogical practice (Muzakir, 2023b). However, our findings reveal that the root of this problem lies in the dichotomy between deeply entrenched teacher-centered approaches and the student-centered demands of OBE, which are often perceived merely as

administrative burdens. The transition to OBE requires a fundamental pedagogical shift that many current faculty development programs are inadequately equipped to address (Iqbal et al., 2020). This gap between policy intent and classroom reality represents the most significant risk to the framework's successful implementation, as observed in similar educational reforms across Southeast Asia (Nguyen et al., 2024).

Based on our analysis of stakeholder interviews, we argue that the core issue extends beyond a knowledge deficit to what can be characterized as an "epistemological dissonance" (Susanti et al., 2024). Many lecturers, trained in traditional, teacher-centered paradigms rooted in knowledge transmission, perceive OBE as an external imposition of administrative compliance rather than a coherent pedagogical philosophy centered on student agency and demonstrable competence (Jaya et al., 2025). This dissonance leads to what educational researchers describe as simulated change (Fullan, 2013), where syllabus documents feature new terminology like CLOs and constructive alignment, but classroom practices remain stubbornly rooted in lecture-based models and high-stakes summative exams (Wang & Wu, 2024). Within the context of Arabic Language Education (PBA), this simulated change becomes particularly evident when lecturers merely revise course format specifications without transforming the substantive learning approach that remains focused on memorization and grammatical mastery.

To overcome this challenge, professional development must be radically reconceived. Moving beyond one-off workshops on "writing CLOs," sustained, collaborative, and practice-oriented Professional Learning Communities (PLCs) are essential (Latifah et al., 2025). The framework we have developed recommends PLC approaches that are integrated with the specific characteristics of Arabic language studies, where lecturers engage in critically examining their teaching philosophies, co-designing OBE-aligned lesson plans for complex Arabic linguistic topics such as 'ilmus sharf (morphology), and developing authentic assessment rubrics for competencies like "intercultural critical thinking" when analyzing both modern media and classical texts (Darmawati et al., 2024). This practice-based approach proves more effective in fostering genuine pedagogical change, as evidenced by successful implementations in Indonesian teacher development programs (Li et al., 2024).

Furthermore, addressing infrastructural limitations requires a strategic, rather than remedial, approach. The "inadequate technological infrastructure" not only hinders the implementation of e-portfolios but also constrains the very conception of 21st-century Arabic literacy (Kern, 2024). Our analysis of survey data reveals that students demonstrate greater digital readiness compared to institutional capacity in adopting learning technologies. Therefore, investments must be coupled with pedagogical support that demonstrates how technology can transform language learning. For instance, training could focus on leveraging AI-based tools, as explored by Salim et al. (2024), to provide personalized feedback on insya (composition writing) or using virtual reality platforms to create simulated immersion environments, such as an Egyptian marketplace or a Madinah learning circle (Chen et al., 2022). The integration of technology within this

OBE framework should be viewed as an enabler rather than a disruptor of the fundamental values of Arabic language education.

The student demand for "opportunities for out-of-class practice" (Q10, mean=3.93) further underscores the necessity for systemic rethinking of the learning ecosystem. This student feedback should serve as a foundation for institutions to create structured pathways for experiential learning, including mandatory internships with Arabic-speaking diplomatic missions, international NGOs such as Islamic Relief Worldwide, or cultural centers, while fostering community engagement projects that connect language acquisition with real-world social impact (Sobri et al., 2024). This requires institutional commitment to building robust industry and community partnerships, effectively transcending university boundaries to establish a truly immersive and applied learning environment that prepares students for the complex realities of the global workforce (Musendekwa, 2024). This study recommends a triple helix partnership model among universities, industries, and government to realize a sustainable learning ecosystem.

#### **4. CONCLUSION**

Based on a thorough analysis of the principles of Outcome-Based Education (OBE) and their implementation in the Arabic language education curriculum, it can be concluded that the integration of OBE principles in the Arabic language education curriculum must begin with the determination of specific and measurable Learning Outcomes (LOs). These LOs should include proficiency in the Arabic language, skills in educational technology, and understanding of Arabic culture, and be drafted by involving all stakeholders to ensure relevance to the needs of industry and society. The core principles of OBE, such as focus on learning outcomes, student-centered learning, and a flexible and adaptive curriculum, can be applied by designing courses that support LOs achievement and using active learning methods such as project-based learning and case studies. In addition, the integration of technology in teaching and learning is essential to improve student engagement and learning effectiveness.

In terms of OBE implementation guidelines in Arabic education, practical measures should include continuous evaluation with various assessment methods, such as portfolios and projects, to measure the extent to which students achieve the desired learning outcomes. These evaluations should provide constructive feedback that supports reflective and continuous learning. In addition, it is important to develop the competencies of lecturers and students through relevant professional development training and programs, as well as provide opportunities for students to participate in additional skill development activities. The implementation of the OBE must also consider local and global contexts by integrating local cultural elements and Islamic values in Arabic language teaching, as well as collaborating with other study programs to enrich the curriculum and provide a holistic learning experience. Thus, the OBE approach can be effectively applied in Arabic education to create graduates who are competent, adaptive, and ready to face challenges in the world of work and global society.

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