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Policy Implementation of Outcome Based Education in Indonesian ELT Curriculum: SWOT Analysis

Teguh Budiharso*[a], Imroatus Solikhah[b] & Ratu Shyma Nareswari Taruna Kusuma[c]

* Corresponding author
Email: proteguh@gmail.com
a. UIN Raden Mas Said Surakarta, Indonesia
b. English Graduate Program, UIN Raden Mas Said Surakarta, Indonesia
c. Islamic Psychology, UIN Raden Mas Said Surakarta, Indonesia

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ABSTRACT
The study aims to assess the internal and external potential of integrating OBE (Outcome-Based Education) into the English Language Teaching curriculum, as well as to evaluate the policy's implementation and stakeholder engagement, organizational objectives, and policy implementation. The primary approach utilized in this research was content analysis, with SWOT (strengths, weaknesses, opportunities, threats) analysis serving as the framework. Thirty individuals who participated in the Focus Group Discussion at the States Islamic University Raden Mas Said in Surakarta, Indonesia, comprise the respondents of this study. In order to assess the policies' implementation and evaluation, as well as the policies' strengths and weaknesses, vision and mission, and stakeholder engagement, data is gathered from curriculum and policy documents via a checklist. For data analysis, content analysis is utilized. The findings of the SWOT analysis demonstrate that neither the internal nor the external opportunities are being fulfilled. Stakeholder engagement generates collaborative initiatives that significantly impact the execution of OBE. In accordance with its vision and mission, the organization does not disclose ambitious objectives. Furthermore, the execution of the policy has no effect on modifications that promote the performance of educators and stakeholders in the curriculum. In conclusion, the assessment of the policy indicates a moderate influence on the enhancement of curriculum content and the creation of instructional materials.

KEYWORDS
Harvard approach; outcome-based education; ELT curriculum design; teaching materials; student performance; thesis writing.

INTRODUCTION

The term "outcome-based education" (OBE) or performance-based education refers to a style of teaching in which the desired outcomes—specifically, the information and abilities that students should possess upon graduation—are front and center. The goal of this approach is to evaluate the efficacy of a school's curriculum not by the amount of time students spend in class but by the outcomes those students achieve (Spady, 1994). Aligning educational goals with instructional practices was the primary objective of OBE, which sought to improve student learning outcomes. Every facet of a school's curriculum should revolve around the desired results, according to the OBE theory of education. Every student ought to have accomplished the objective by the conclusion of the learning process (Tam, 2014). Integrating a theory of education, a systematic framework for education, and a specific method to instructional practice are the three main ways in which OBE differs from traditional methods of education. Within the framework of this model, the term "outcome" serves as the fundamental concept, and it is frequently used interchangeably with the terms "competency," "standards," "benchmarks," and "attainment targets" (Gerstmann, 2019:14). It is the student learning outcomes that serve as the criteria for the development or redesign of the curriculum, the selection of instructional materials, the adoption of teaching methods, and the evaluation of the curriculum (Gerstmann, 2019; Solikhah, 2022; Spady, 1994).

The potential for OBE to enhance curricular design, teaching methodologies, and assessment practices has led to its increasing attention within the English Language Teaching (ELT) domain (Capper & Jamison, 1993). The impact of online learning environments on ELT curriculum design, pedagogical materials development, and student performance in thesis writing has not been adequately investigated, despite the expanding corpus of literature on OBE in general education (Richards, 2013). There has been a movement in education toward an approach that is more outcomes-focused and student-centered, and this movement is mirrored in the trend towards OBE in ELT. There is a growing need for students to be able to communicate effectively in English, and as a result, schools around the world are looking for new ways to tailor their curricula to the needs of their students (Demmert & Towner, 2003). In order to promote a more in-depth comprehension and practical application of language skills, OBE provides a framework that places an emphasis on the mastery of particular learning outcomes and competencies, as opposed to just covering material (Susarla et al., 2003).

Within the past few years, OBE has garnered a considerable amount of attention as a method of instruction with the objective of enhancing the learning outcomes of students and aligning educational practices with the desired learning objectives. There has been a significant amount of interest in the implementation of OBE within the field of ELT, particularly with regard to the impact that it has on the design of curricula, the development of teaching materials, and the performance of students in the process of writing their theses (Beresin & Mellman, 2002; Solikhah et al., 2022). This paper takes a Harvard-style approach to investigate the policy of OBE curriculum and the implications that it has for English Language Teaching practices.

There is some literature on OBE and its uses in education generally, but little on how it affects ELT curricula, the creation of instructional materials, and students' ability to write strong theses. Cochran-Smith (2006) notes that prior research on OBE implementation has mostly ignored its complex effects on ELT practices, focusing instead on more broad aspects of the practice. This is especially true in higher education. Researching the effects of OBE on ELT curricula and pedagogy is crucial in light of the rising importance of OBE and the rising demand for high-quality ELT courses. In order to improve the quality of English language education, it is essential for educators, curriculum developers, and legislators to understand how OBE policies impact ELT curriculum design, teaching methodologies, and assessment practices.

Hinkel (2015) discovered that the implementation of outcome-based curriculum approaches in English language instruction improves the quality of teaching materials and ELT curriculum development. Nevertheless, the research did not explicitly investigate the impact of the intervention on the written theses of students. Echevarria et al. (2006) emphasize the significance of incorporating outcome-based teaching strategies into the development of ELT curricula. It was discovered that employing this methodology can enhance pedagogical efficacy and pique students' curiosity regarding the composition of a thesis. Nevertheless, the research did not explicitly examine the implications for instructional resources. An investigation conducted by Servant-Miklos (2019) examines the impact of outcome-based curriculum implementation on the development of instructional resources within the domain of language education. It has been discovered that incorporating learning outcomes into curriculum adaptations can enhance the caliber of instructional materials.

On the other hand, this study did not specifically investigate the impact on the performance of students when it came to writing their theses. Warren et al. (2016) conducted research to investigate the relationship between outcome-based curriculum approaches and the academic performance of students in the area of thesis writing. Based on the findings, it appears that design of a curriculum that incorporates this approach has the potential to enhance students' academic abilities in the process of completing a thesis. Within the context of ELT, this study does not delve into the impact that it has on the development of curricula and instructional materials.

Prior studies have investigated numerous facets of ELT implementation in diverse educational settings (Kobari et al., 2023; Maja, 2023; Rudik et al., 2025). However, few studies have examined its effects on the design of ELT curricula, the creation of instructional materials, or student performance in thesis writing. This research endeavors to fill this void by employing the Harvard methodology to analyze OBE policies and their consequences for ELT practices. The unique contribution of this study is its concentration on clarifying the precise impacts of OBE on the development of teaching materials, ELT curriculum design, and student performance in thesis writing. This study endeavors to conduct an all-encompassing examination of the implementation of OBE in the field of ELT by employing the Harvard methodology. In doing so,

it hopes to shed light on the obstacles and prospects that arise when attempting to harmonize OBE principles with ELT practices.

Using the framework developed at Harvard University, this article explains SWOT (strengths, weaknesses, opportunities, and threats) analysis as it pertains to policy analysis. Gerstmann (2019) claims that Harvard University's SWOT analysis shows that the school has more positives than negatives. The importance of marketing analysis to commercial businesses is often understated, according to Harvard University (Gerstmann, 2019; Spady, 1994). This is because marketing analysis enables companies to promote new solutions and products. It is imperative that this opportunity be one of Harvard's top priorities. Harvard faces a threat from competition due to its membership in the group of eight Ivy League universities, all of which possess similar competitive advantages. Nevertheless, Harvard University's primary drawback lies in its deficiency of diversity and the allegations of racial insensitivity it has faced (Thorne, 2018). The SWOT analysis reveals that Harvard possesses a product that is pertinent to its target audience. However, due to intense competition in the market, the university must enhance its accessibility to various demographic segments of the population (Gerstmann, 2019; Mthimkhulu, 2024). The creator of SWOT, Robert Franklin Stewart, highlighted the essential role that creativity plays in the process of planning. The initial SWOT analysis, referred to as the SOFT approach (Stewart et al., 1965, p. 16), was developed as a tool within the early strategic planning framework known as the System of Plans (Stewart, 1963).

According to Knight (2021), one way to assess the policy is to look at the organization's vision, mission, values and competency (V-M-V-C) pillars. An organization's vision statement should reflect its desired future state and serve as a compass for decision-making. Where an organization hopes to go in the future is defined by its vision (Knight, 2021). In addition, the mission statement is a road map to the organization's target, according to Knight (2021). The values of an organization dictate the kind of people it needs to realize its vision and fulfill its purpose. Furthermore, values articulate a set of desirable traits or characteristics that individuals can demonstrate in their devoted service to the organization and the cause that it stands for (Knight, 2021). Finally, Knight (2021) defines competencies as the actions that each individual must take in order to live up to the organization's values, make progress toward the organization's mission, and work toward achieving the organization's vision. It is important to note that competencies are action-oriented and behavioral, which means that an individual will demonstrate them through the actions or what they say. Organizations ought to make certain that all performance that is measured is based on behavioral behavior.

Finding out how the OBE curriculum policy affected the creation of ELT curricula, pedagogical resource creation, and students' ability to write strong theses is the main goal of this research. In doing so, the study hopes to enlighten educational stakeholders regarding the consequences of OBE for ELT and add to the body of knowledge in the subject of English language teaching. Curriculum designers, teachers, and legislators who are interested in

improving ELT instruction within an outcomes-based framework should find this study's results very useful.

METHODS

This study applied a descriptive content analysis. In essence, it is “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p.1278). This research explores the impact of the OBE curriculum policy on ELT curriculum implementation. The purposes are to quantify the contents of a text (Denscombe, 2010; Zhang & Wildemuth, 2009) and qualitatively select units of analysis, defining categories to be analyzed, validity and reliability studies through purposive sampling (Zhang & Wildemuth, 2016). This qualitative content analysis is mainly inductive, grounding the examination of topics and themes, as well as the inferences drawn from them, in the data. Samples for qualitative content consist of purposively selected texts which can inform the research questions being investigated (Berg, 2001). This qualitative content analysis pays attention to unique themes that illustrate the range of the meanings of the phenomenon rather than the statistical significance of the occurrence of particular texts or concepts (Denscombe, 2010; Zhang & Wildemuth, 2009).

Participants of this study are 30 people (12 males, 18 females) working in a Focus Group Discussion (FGD) conducted by rector of the State Islamic University Raden Mas Said Surakarta, Indonesia. The members of FGD consisted of Rector, Vice Rector in academic affairs, Dean, Head of Study program of ELT, and professors. The primary data sources for this study include university policy documents in curriculum, OBE curriculum documents, scholarly articles, government publications, and institutional reports related to OBE, ELT curriculum design, teaching materials development. These sources provide a comprehensive basis for examining the relationship between OBE policy and its impact on ELT practices (Cresswell, 2014; Zhang & Wildemuth, 2016; Sugiyono, 2013).

Data collection for this study involves an extensive literature review and library research. Relevant literature and documents will be systematically identified and reviewed to gather information on OBE curriculum policy, ELT curriculum design, teaching materials, and student performance in thesis writing. Search engines, academic databases, and library catalogs will be utilized to access scholarly literature and publications. The collected data is analyzed using thematic analysis, a qualitative method for identifying, analyzing, and interpreting patterns or themes within the data. Initially, all relevant literature and documents are carefully reviewed and coded to identify key themes related to the impact of OBE policy on ELT curriculum design, and teaching materials. Subsequently, these themes are analyzed and interpreted to draw meaningful conclusions and insights regarding the research objectives.

Data are analyzed using check list of SWOT analysis. A set of check list to identify the SWOT components, vision and mission of the university are defined. To ease the analysis, check list statements are quantified into 4 (very good), 3 (good), 2 (fair), and 1 (low). The evaluation

of overall policy is made into: results of SWOT analysis, policy analysis, and policy implementation.

To ensure the validity and reliability of the findings, multiple researchers will be involved in the data analysis process to enhance rigor and reduce bias (Cresswell, 2014). Additionally, triangulation of data sources and member checking will be employed to corroborate the findings and enhance the credibility of the study. Moreover, adherence to established research methodologies and transparency in reporting the research process will further enhance the validity and reliability of the study's findings.

RESULTS

SWOT Analysis

Results of SWOT analysis indicate that both internal and external factors to evaluate Strengths, Weaknesses, Opportunities and Threats of the university are fair. As indicated in table 1, all elements of SWOT receive score average 3.3 or fair.

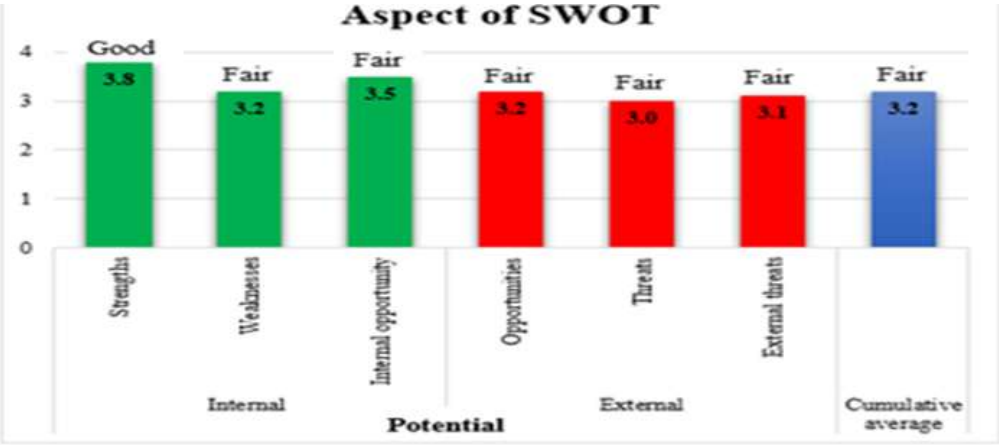
Table 1. Score of SWOT Aspects

Potential	Aspects of SWOT	Level	Score
	Strengths	Fair	3.8
Internal	Weaknesses	Fair	3.2
	Internal opportunity	Fair	3.5
External	Opportunities	Fair	3.2
	Threats	Fair	3
	External threats	Fair	3.1
	Cumulative average	Fair	3.3

Data on Figure 1, shows that strength indicates good, and respectively, weaknesses, opportunities, and threats are fair.

Figure 1.

Questions on SWOT Analysis



University Goal: Vision and Mission

Modified criteria to evaluate organization goal is presented in Table 2. Five aspects to be evaluated include: Vision, Mission, Objective, Output and Outcome. The results show that all components

score 3. This result shows that potential of the university is fair in all aspects.

Table 2.

Organization Goal

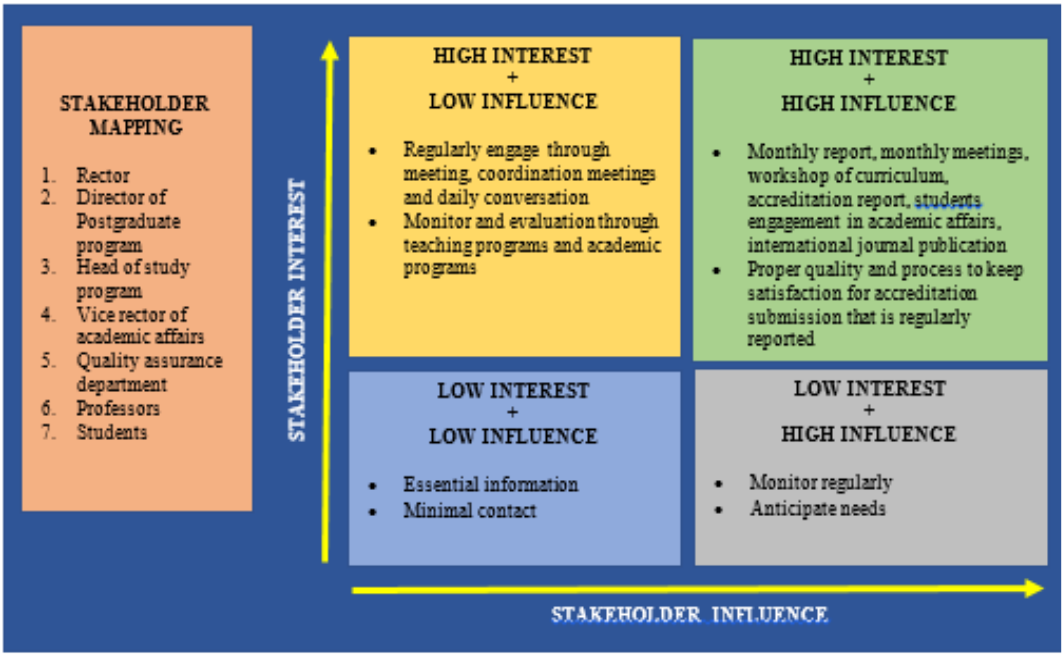
Aspect evaluated	Description	Level	Score
1. Vision	Not properly defined, ideal goal is not specifically identified	Fair	3
2. Mission	Not operationally indicate goal of the teaching and process of academic trust	Fair	3
3. Objective	Not properly address the mission and academic targets are not indicated	Fair	3
4. Output	Curriculum documents do not describe specifically and academically curriculum documents submitted for accreditation program	Fair	3
5. Outcome	The curriculum is described using Objective Based Education, however the learning outcomes in the level of university, faculty and course outcomes are not properly indicated	Fair	3
Average		**Fair**	**3**

Engagement with Stakeholder

Stakeholders engagement expresses how the rector, vice rector, dean, and professor are involved in the policy actions that impact the influence of the policy in the implementation of the policy as seen in Fig. 2.

Figure 2.

Stakeholder Engagement



Further analysis using stakeholder engagement as indicated in Fig. 2 focuses on four purposes: (1) high interest and low influence, (2) high interest and high influence, (3) low interest and low influence, and (4) low interest and high influence. Data on Fig. 2 states that the high interest and high influence is colored with engagements in usual actions of policy, they are: reports and quality assurance. The involvement of each stakeholder in the university is fair.

Policy Implementation

Effective policy implementation is crucial for the success and impact of any policy. There are 10 indicators to evaluate, focusing on policy components and their actions. Table 3 the average score 3.3, indicating fair value.

Table 3.

Policy Implementation

Policy component	Actions to be taken	Score
1. Achieving Policy Objectives	Goals and aims be achieved through academic performance both lecturers and students	**3**
2. Addressing Societal Issues	Actively involved in social interactions and social media to promote the universities	**3.4**
3. Improving Efficiency	Shaping curriculum contents and teaching learning process, research and social outreach effectively	**3**
4. Promoting Equity and Fairness	Applying open management and accountable management toward finance and administration	**3.5**
5. Enhancing Accountability	Implementing finance transparency, administration and law	**3.6**
6. Building Public Trust	Promotion, teaching process, academic and social activities be intensively activated	**3.8**
7. Adapting to Changing Needs	Eager to innovation, adaptive, and agile to technology and social attitude changes	**3.5**
8. Learning and Improvement	Seminar, workshop, research, academic writing for national and international publication be intensively done	**3**
9. Measuring Impact	Monitoring, assessment and evaluation programs be regularly conducted	**3.5**
10. Stakeholder Engagement	Actively involved professors and staffs to academic and official activity to the capacity buildings	**3**
	Average	**3.3**

Policy Evaluation

Policy evaluation is the evaluation of the strategic policy to see the whole implementation of the policy. As presented in Table 3, the policy evaluation focuses on three aspects each of which has some indicators to judge. The first aspect is policy content with 2 indicators. The second is policy implementation with 3 indicators, and the third is policy impact with 3 indicators. All indicators have

10 items. The result of evaluation is fair with score 3 and the average score 3.4 or average. This means that the quality of the policy of the university is fair.

Table 4.

Policy evaluation

Aspects of Evaluation	Level	Score
Evaluating Policy Content:		
1. Does the content clearly articulate the goals of the policy, its implementation and the underlying logic for why the policy will produce intended change?	Fair	3
2. Evaluating the development of a policy helps to understand the context, content, and implementation.	Good	4
Evaluating Policy Implementation:		
1. Was the policy implemented as intended?	Fair	3
2. The implementation of a policy is a critical component in understanding its effectiveness.	Good	4
3. Provide important information about the barriers to facilitators of implementation and a comparison between different components or intensities of implementation.	Fair	3
Evaluating Policy Impact:		
1. Did the policy produce the intended outcomes and impact?	Fair	3
2. Within injury prevention, the intended impact may be a reduction in injuries or severity of injuries.	Good	4
3. Evaluating short-term and intermediate outcomes as well	Fair	3
Cumulative average	**Fair**	**3.4**

DISCUSSION

The current research evaluates policy on OBE curriculum towards the ELT curriculum design and teaching materials in five dimensions: SWOT analysis, university goal: vision and mission, stakeholder engagement, policy implementation, and policy evaluation. Each of the dimension reveals fair level in all perspectives.

SWOT analysis indicates that both internal and external factors are fair. This means that strengths and weaknesses are at the equal potential. The organization under study does not have strong policy as it cannot identify the opportunities very well (Thorne, 2018). Results of in-depth analysis through various documents and issues from FGD shows driven-demand policy actions. This confirms the study of Gerstmann (2019), and Demmert and Towner (2003) stating that the ability to analyze internal and external potentials are vital for the development of the organization. More specifically, the policy of curriculum change does not contribute to the development quality of ELT curriculum design, and better development of teaching materials selection (Richards, 2013; Capper & Jamison, 1993).

The policy goal that evaluates vision, mission, objectives, output and outcome is different from the vision evaluation suggested by Knight (2021). In Knight's (2021) scheme, goal of an

organization is evaluated using four components: vision, mission, values and competence. Both schools are similar in essence though they are different in practices. The university under study uses its tradition because it adjusts to the government policy (Thorne, 2018; Gerstmann, 2019).

Results of analysis in organization goal indicate that no good score is achieved. Similar to SWOT analysis, the policy goal is fair. The current result on the organization goal is fair, implying that the organization is in the process of maturity to achieve performance of the organization (Thorne, 2018; Gerstmann, 2019; Stewart et al., 1965; Knight, 2021). As a result, developing proper OBE curriculum design becomes major issues and it takes impact that the teaching learning process quality is not standard from one teacher to another (Spady, 1994; Cochran-Smith, 2006; Hinkel, 2015).

Engagement with stakeholder indicates low performance and common activities are applied to share to the stakeholders. Of four dimensions of engagements, namely (1) high interest and low influence, (2) high interest and high influence, (3) low interest and low influence, and (4) low interest and high influence, high interest and high influence is achieved in a fair accomplishment. In reference to study of Hinkel (2015), Thorne (2018), and Gerstmann (2019) low engagement of stakeholders impact low implementation of policy and the ELT curriculum that should be based on OBE is not defined clearly.

In policy implementation, 10 components are evaluated. They are: (1) Achieving Policy Objectives, (2) Addressing Societal Issues, (3) Improving Efficiency, (4) Promoting Equity and Fairness, (5) Enhancing Accountability, (6) Building Public Trust, (7) Adapting to Changing Needs, (8) Learning and Improvement, (9) Measuring Impact, and (10) Stakeholder Engagement. Of the 10 indicators, four are discussed specifically in this study. The result confirm to the study of Gerstmann (2019). They are achieving policy objectives, Promoting Equity and Fairness, Measuring Impact, and Stakeholder Engagement. Policy objective refers to the vision and mission of the university. This aspect receives fair level though the university has very good accreditation. Promoting equity and fairness is noted because to some extents the university does not consider this aspect for the general public policy implementation. For example, in defining stakeholders, teachers are not included in the curriculum design and materials development. The original draft is made by the leaders in the university and teachers should apply for their teaching program prescriptively. As seen in the stakeholder engagement analysis and policy impact analysis, both factors are not satisfied indicating that policy implementation is not based on the proper strategic policy and the implementation of OBE is not convincing (Cochran-Smith, 2006; Hinkel, 2015; Stewart, 1963).

In the area of policy evaluation that covers evaluating content policy, policy implementation and policy impact, the impacts are low. This result indicates the same condition with engagement with stakeholders. In addition, low impact of policy implementation appears as the main issue of this finding. Content evaluation on OBE curriculum of ELT does not achieve the standard stated by Spady (1994). New policy has no difference from the previous curriculum before OBE implementation. Additionally, the impact of the new policy does not contribute to

the improvement of syllabus, teaching materials and methods of teaching (Cochran-Smith, 2006; Servant-Miklos, 2019).

Theoretically, this recent study implies that implementation of curriculum policy using SWOT analysis can one option to present as a strong theory on policy analysis. Practically, using SWOT analysis to evaluate curriculum implementation contributes substantial impacts on the practices of curriculum implementation in the university level. Consequently, policy makers in the university level can use the results of this study for their basis of policy practices.

CONCLUSION

To sum up, a SWOT analysis is a technique used to identify strengths, weaknesses, opportunities, and threats in order to develop a strategic plan or roadmap for your business. The approach to examining the policy of OBE curriculum has shed light on its profound impact on ELT curriculum design and teaching materials. While the adoption of OBE principles presents opportunities for enhancing student learning experiences and outcomes, addressing associated challenges is crucial to maximizing its effectiveness in ELT contexts. This research has a limitation in that this research is conducted in a short-term time span. Future research endeavors should focus on exploring the long-term effects of OBE policy, comparing its efficacy with traditional approaches, and developing innovative teaching and assessment strategies aligned with OBE principles.

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