

Outcome-Based Education Model: Its Impact and Implications for Lecturer Creativity and Innovation in Higher Education

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Abstract -- This study examines the impact of Outcome-Based Education (OBE) on fostering creativity and innovation among lecturers in higher education, focusing on curriculum design, teaching methods, and assessment practices. Through a qualitative descriptive approach, including key informant interviews, observations at a university in Tangerang, and literature review, this research explores lecturers' experiences and challenges in adapting to an outcome-oriented educational model. The findings reveal that OBE encourages lecturers to develop more engaging and practical curricula, allowing them to integrate creative and student-centered teaching methods. It also supports the implementation of innovative assessment techniques, including project-based and collaborative evaluations, which provide a more comprehensive understanding of students' abilities. Despite these benefits, lecturers face challenges related to time management, resource constraints, and the need for professional development, highlighting the importance of institutional support and a collaborative culture in successful OBE implementation. This study contributes to existing literature by providing insights into the specific conditions necessary for OBE success and implications for policy and practice in higher education, suggesting pathways for future research to expand OBE's adaptability and effectiveness.

Keywords: Outcome-Based Education, creativity, innovation, higher education, teaching practices

I. INTRODUCTION

Higher education in Indonesia and in various other countries has undergone significant development over the past few decades, driven by technological advancements, labor market changes, and the demand to produce graduates ready to face global challenges. One approach that has been implemented in the higher education system to address these challenges is Outcome-Based Education (OBE), which focuses on learning outcomes that students are expected to achieve upon completion of the learning process (Asbari & Nurhayati, 2024). This approach ensures that students not only understand the material taught but are also able to apply it in real-life situations. OBE is thus considered to foster creativity and innovation among both students and the faculty members who play a critical role in implementing this approach (Agistiawati et al., 2020; Asbari et al., 2020, 2023; Novitasari et al., 2020).

In theory, OBE aims to create a more structured and systematic learning process by paying special attention to the expected learning outcomes (Asbari & Nurhayati, 2024). This differs from traditional approaches, which tend to focus on the process of learning without explicitly determining the expected outcomes. By prioritizing end goals, OBE encourages lecturers to design teaching methods that are more creative and innovative, which in turn has the potential to enhance the creativity and innovation of lecturers themselves. However, the implementation of OBE in the context of higher education does not always proceed smoothly. Various challenges arise from both managerial and practical sides. This study aims to explore the direct impact of OBE implementation on the creativity and innovation among lecturers, with a specific focus on a university in Tangerang as the research object.

The problem addressed in this research is how OBE affects lecturers' creativity and innovation in the teaching process. Existing literature has extensively discussed the effectiveness of OBE from the perspective of students or learning outcomes, but few studies focus on lecturers as the main actors in OBE implementation. Lecturer creativity and innovation are crucial in implementing OBE, as they act as facilitators directing the learning process to achieve desired outcomes. In situations where lecturers are expected to be more creative in curriculum design and teaching methods, the question remains: how does OBE influence their creativity and innovation? This study aims to answer this question through a qualitative approach by conducting in-depth interviews with lecturers who are directly involved in the OBE implementation process at a university in Tangerang.

Aligned with this research question, this study aims to identify the impact of OBE implementation on the creativity and innovation of lecturers in higher education. By examining lecturers' perceptions, experiences,

and viewpoints, this research seeks to understand how OBE plays a role in changing their teaching approaches and fostering creativity and innovation in their instructional practices. Additionally, this study aims to identify the supporting and inhibiting factors experienced by lecturers in implementing OBE. This research is expected to provide a deeper understanding of the process of developing creativity and innovation among lecturers within an educational environment that adopts OBE. Hence, the results of this study can contribute to enriching the academic literature on OBE, particularly in the context of higher education in Indonesia.

This research holds significance in two main aspects: theoretical and practical contributions. From a theoretical perspective, this study aims to enrich the understanding of OBE implementation in the context of higher education in Indonesia and its impact on lecturer creativity and innovation. Therefore, this research can also contribute to the development of theories on creativity and innovation in higher education, particularly in the context of outcome-based learning approaches. Furthermore, this study is expected to provide empirical evidence that either supports or critiques the existing perspectives on OBE, particularly regarding its impact on lecturers as key elements in higher education (Amalia et al., 2023; Asbari et al., 2023; Putra et al., 2021; Razanah et al., 2022).

On the practical side, this research is expected to provide recommendations for universities and policymakers in implementing OBE. The results of this study are anticipated to assist higher education institutions in understanding how OBE can affect lecturer creativity and innovation, enabling them to design policies or programs that support the development of lecturers' abilities to create innovative and relevant teaching methods. For lecturers, this study offers insights into best practices in adopting OBE and addressing the challenges that may arise during the implementation process. Thus, this research is expected to support efforts to improve the higher education system in Indonesia so that it becomes more responsive to labor market needs and technological advancements.

II. RESEARCH METHODS

This research employs a qualitative descriptive approach to investigate the impact of Outcome-Based Education (OBE) implementation on the creativity and innovation of lecturers in higher education. Specifically, this study seeks to understand the subjective experiences, perceptions, and challenges that lecturers encounter in integrating OBE within their teaching practices. By selecting a qualitative approach, the research aims to capture in-depth insights and thematic nuances that are often difficult to obtain through quantitative methods. This section outlines the methodology in detail, covering the research design, data collection techniques, the setting and participant selection process, and the data analysis approach.

Research Design and Approach

A qualitative descriptive approach was chosen for this study because it aligns with the research's objective to explore experiences and perspectives related to OBE implementation. Qualitative descriptive studies are especially effective for generating a comprehensive understanding of phenomena as they are perceived by the participants. This research does not seek to test a hypothesis or quantify variables but instead aims to gain an authentic insight into how OBE impacts lecturers' approaches to creativity and innovation in teaching. The descriptive nature of this approach allows for the investigation of nuanced details in the lecturers' attitudes, behaviors, and responses to the OBE framework, as they implement it within an educational context.

Setting and Participant Selection

The study was conducted at a higher education institution in Tangerang, Indonesia, which has recently adopted OBE as part of its pedagogical strategy. The institution was chosen because it provides an ideal environment for examining the real-world application of OBE and its influence on educators' creativity and innovation. By focusing on a single institution, the research aims to maintain contextual integrity and depth of understanding, offering a comprehensive perspective on OBE's effects within a localized setting. The insights gained could inform broader applications across similar institutions that are also transitioning to OBE-based teaching practices.

Participants in this study were selected using a purposive sampling technique to ensure that they met specific criteria. The target participants were lecturers who were directly involved in the implementation of OBE, had completed at least one academic term using this method, and were willing to discuss their experiences openly. The sample included lecturers from various disciplines to account for differences in OBE application across fields. In total, 15 lecturers participated in the study, representing diverse academic backgrounds including science, engineering, social sciences, and humanities. The variation in academic disciplines helps in identifying any disciplinary nuances in the experience of OBE implementation, particularly in relation to creativity and innovation in teaching methods.

Data Collection Techniques

The data collection for this study relied on three primary methods: key informant interviews, observation, and literature review. Each technique provided unique insights that, when combined, contributed to a comprehensive understanding of the research question.

1. Key Informant Interviews

Semi-structured interviews were conducted with each participant to gain in-depth insights into their perceptions, experiences, and challenges associated with OBE. Semi-structured interviews were chosen because they allow the interviewer to ask specific questions while also providing the flexibility to explore unexpected topics that may arise during the conversation. The interviews were guided by an interview protocol that included questions on various themes, such as the participants' understanding of OBE, their methods of integrating creativity and innovation in teaching, and the challenges they encountered during OBE implementation. Sample questions included:

- "How has OBE influenced your approach to designing creative teaching methods?"
- "What challenges have you encountered while implementing OBE in your curriculum?"
- "In what ways do you feel OBE has encouraged or inhibited innovation in your teaching?"

Each interview lasted between 45 minutes and an hour and was conducted either in person or via video conferencing, depending on the participant's preference and availability. With the consent of the participants, the interviews were audio-recorded to ensure accurate transcription and analysis.

2. Observation

In addition to interviews, direct observation was conducted within classroom settings to understand how OBE was practically implemented by the lecturers. Observation sessions focused on lecturers' teaching methods, the integration of creative activities, and any innovative assessment approaches. Observations provided an opportunity to witness firsthand how OBE principles were applied and to note any visible adaptations or strategies employed by the lecturers to foster creativity and innovation. Observations were documented in field notes, capturing both the teaching process and students' engagement. Classroom dynamics, lecturer-student interactions, and the use of learning materials were among the aspects recorded during observation sessions.

3. Literature Review

A literature review was conducted to establish a theoretical foundation for the study and to provide context for the research findings. Sources included scholarly articles, books, and conference papers on OBE, creativity, innovation, and teaching practices in higher education. The literature review served to identify existing research on the relationship between OBE and educational creativity and innovation, and to highlight any gaps that this study could address. It also allowed the researchers to compare findings from this study with prior research to assess the generalizability of the results.

Data Analysis

The data collected from interviews, observations, and literature was analyzed using thematic analysis, a qualitative analysis method that allows for the identification of recurring patterns or themes within the data. This approach was chosen because it is well-suited for analyzing qualitative data, especially when the aim is to capture complex and nuanced insights from participant experiences.

1. Transcription and Initial Coding

Each interview was transcribed verbatim, and the transcriptions were read multiple times to familiarize the researchers with the content. Initial coding involved identifying significant phrases, ideas, and concepts that pertain to OBE's impact on creativity and innovation. Codes were assigned to segments of text that appeared relevant to the research questions. For example, if a lecturer mentioned adapting traditional teaching methods to include more student-led discussions, this segment was coded under "innovative teaching methods."

2. Theme Development

After initial coding, codes were grouped into broader categories or themes based on similarity and relevance. Themes that emerged included "creativity in curriculum design," "innovation in assessment methods," and "challenges in adapting OBE." The themes reflected key areas in which OBE had influenced the lecturers' approaches to creativity and innovation in their teaching practices. A theme related to challenges in adapting OBE was also prominent, as many lecturers reported obstacles related to institutional support and resources.

3. Reviewing and Refining Themes

The themes were then reviewed and refined to ensure they accurately represented the data and were distinct from one another. The refinement process included discussions among the research team to resolve any discrepancies and to further elaborate on emerging insights. Through this iterative process, the final themes were established, offering a comprehensive perspective on the ways in which OBE impacts lecturers' creativity and innovation.

4. Interpretation and Synthesis

The final step in the data analysis involved interpreting the themes in relation to the research objectives and the existing literature. The themes were synthesized to provide a holistic understanding of how OBE influenced the lecturers' teaching approaches. Each theme was discussed in the results section, where findings were contextualized with existing theories and research on creativity, innovation, and OBE in higher education.

Ethical Considerations

This study adhered to ethical guidelines for conducting research with human participants. Informed consent was obtained from each participant before the interview or observation took place. Participants were assured of the confidentiality of their responses, and pseudonyms were used to protect their identities in the final report. Additionally, participants were informed of their right to withdraw from the study at any point without any repercussions. All data was securely stored, and only authorized members of the research team had access to the raw data.

Limitations

While this research provides valuable insights into the impact of OBE on lecturers' creativity and innovation, it has certain limitations. First, the study was conducted at a single institution, which may limit the generalizability of the findings to other educational settings. Second, the reliance on self-reported data from interviews may introduce bias, as participants may consciously or unconsciously present themselves in a favorable light. Lastly, the observational data may be limited by the presence of the observer, which could influence the natural behavior of participants.

Conclusion

The methodological approach employed in this research allows for an in-depth examination of how OBE influences the creativity and innovation of lecturers in higher education. By utilizing interviews, observation, and literature review, this study provides a comprehensive understanding of lecturers' experiences, challenges, and adaptive strategies in implementing OBE. Through thematic analysis, the research highlights patterns and insights that contribute to the broader understanding of OBE's impact on teaching practices, which is vital for informing future educational policies and practices aimed at enhancing creativity and innovation in higher education.

III. RESULTS AND DISCUSSION

This section presents the findings from the study, structured to cover key themes identified in the data analysis. Each subsection details aspects of how Outcome-Based Education (OBE) impacts lecturers' creativity and innovation in teaching, explores the challenges they encounter, and identifies the factors that support or hinder OBE's implementation. These results are contextualized with existing literature to provide a robust discussion on the implications of OBE on higher education teaching practices.

The Impact of OBE on Lecturer Creativity

The findings indicate that the implementation of OBE has a significant impact on lecturer creativity, particularly in curriculum design and teaching methods. Many lecturers reported that OBE encouraged them to rethink traditional methods and incorporate creative strategies to meet the specified outcomes. For instance, lecturers from social sciences adapted their assignments to include real-world problem-solving, encouraging students to develop critical thinking and apply theoretical concepts in practical scenarios. This shift aligns with studies that suggest OBE can foster a more engaging and innovative learning environment when teachers prioritize creative methods to reach targeted outcomes (Davis, 2003; Rao, 2020).

Lecturers also observed an increased flexibility in designing curriculum content, as OBE's outcome-oriented framework provides the freedom to tailor lesson plans that resonate with students' needs and interests. A notable example from the data was a lecturer in the engineering faculty who redesigned a traditional technical course to include hands-on projects aimed at solving community issues. This adjustment not only engaged students

but also allowed the lecturer to experiment with innovative approaches that contributed to their personal growth and fulfillment as educators.

Innovation in Assessment Methods

OBE's emphasis on outcome-based assessment also motivated lecturers to innovate in evaluating student performance. Instead of relying solely on traditional exams, many lecturers implemented alternative assessments such as project-based evaluations, collaborative assignments, and oral presentations. This approach aligns with OBE's principle that assessments should measure students' ability to apply knowledge in real-life contexts rather than merely recalling information (Sunra et al., 2024).

An important finding in this sub-section was that lecturers found alternative assessments more effective in capturing students' understanding and engagement (Sudiyono et al., 2020). For example, in one case, a humanities lecturer replaced standard exams with reflective essays and presentations, allowing students to demonstrate their learning creatively. However, this shift posed challenges, as some lecturers expressed concern about their unfamiliarity with assessing non-traditional outputs objectively. This aligns with the literature, which acknowledges the complexity of implementing creative assessment methods that accurately measure learning outcomes while maintaining fairness and consistency (Sunra et al., 2024).

Challenges in Implementing OBE

Despite its benefits, lecturers faced several challenges in implementing OBE effectively. A common challenge reported was the increased workload associated with designing and assessing outcome-based curricula. Lecturers observed that developing assignments and assessments aligned with specific outcomes required extensive planning and constant adjustments, particularly in the initial phases. This additional workload led to concerns about time management and administrative support.

Another significant challenge was the lack of resources and institutional support for OBE implementation. Lecturers highlighted that the successful implementation of OBE required access to learning materials, technological tools, and professional development programs that many felt were insufficiently provided. This finding resonates with the literature, which identifies institutional resources as crucial to the effective adoption of OBE (Amirtharaj et al., 2022). To address these challenges, several lecturers suggested that institutions need to invest in training programs and provide ongoing support to equip educators with the necessary skills for OBE.

Moreover, some lecturers expressed difficulty in aligning OBE's outcome-based model with the diverse needs of students, especially in heterogeneous classrooms where students have varying academic abilities. They observed that while OBE aims to accommodate individual learning needs, the model can become restrictive when attempting to balance personalized support with achieving standardized outcomes. This tension mirrors findings from prior studies, which suggest that OBE can sometimes struggle to accommodate diversity due to its prescriptive nature (Killen, 2000).

Supporting Factors for OBE Success

Although challenges were prevalent, several factors were identified as supportive of OBE's successful implementation. One key factor was institutional leadership and support. Lecturers who perceived strong leadership involvement in the OBE process reported higher satisfaction and engagement with the implementation. They felt that when administrators showed a commitment to OBE through policies, resources, and a clear vision, it became easier for lecturers to navigate the challenges associated with its adoption.

Another supporting factor was the presence of a collaborative culture among faculty members. Many lecturers noted that the ability to collaborate and exchange ideas with colleagues helped them to overcome difficulties and devise creative solutions for implementing OBE. This collaborative culture fostered a sense of community and shared purpose, which contributed to lecturers' motivation and willingness to experiment with innovative teaching methods (Asbari & Nurhayati, 2024).

Additionally, access to training and development opportunities was a crucial factor that facilitated lecturers' adaptation to OBE. Lecturers who attended workshops or seminars on OBE principles and methods reported feeling more confident and competent in applying these strategies in their classrooms (Berutu et al., 2024; Davis, 2003; Mahbulul Syeed et al., 2022; Rao, 2020). Training sessions that focused on creative assessment techniques, curriculum design, and student-centered learning were particularly beneficial (Berutu et al., 2024; Davis, 2003; Hamidi et al., 2024; Katawazai, 2021; Mahbulul Syeed et al., 2022; Pradhan, 2021; Rao, 2020). These findings are consistent with research that highlights the importance of professional development in equipping educators with the tools and confidence needed to implement new teaching frameworks effectively (Milon et al., 2024).

OBE's Influence on Student Engagement and Learning Outcomes

A notable observation from the findings was the positive influence of OBE on student engagement and learning outcomes. Lecturers reported that students seemed more motivated and engaged when the teaching process involved clear, outcome-based goals, and creative learning activities. For instance, several lecturers from the sciences shared that students were more enthusiastic about assignments when they understood how these tasks related to real-world applications and future career prospects.

Moreover, lecturers observed that OBE fostered a sense of responsibility and self-directed learning among students. By setting clear expectations and learning goals, students were able to monitor their progress and take ownership of their learning. Lecturers cited examples of students displaying increased initiative in completing projects, researching topics independently, and collaborating effectively with peers. These findings support the broader educational literature, which suggests that outcome-based learning encourages students to adopt a more active role in their education, leading to improved critical thinking and problem-solving skills.

Comparison with Traditional Teaching Approaches

The results also highlight some of the distinctions between OBE and traditional teaching approaches, particularly regarding flexibility and student-centeredness. Lecturers who had experience with traditional teaching methods noted that OBE offered a greater degree of flexibility in tailoring lesson plans and assessments to meet individual student needs. This flexibility allowed lecturers to adopt more student-centered approaches, shifting the focus from content delivery to facilitating learning experiences that address specific skills and competencies.

However, some lecturers expressed that while OBE provides a flexible framework, it also requires substantial time and effort to design and implement effectively. In traditional teaching, lecturers often follow a structured syllabus that minimizes the need for constant revisions and adaptations. In contrast, OBE requires ongoing adjustments to ensure alignment with learning outcomes, which can be time-consuming and demanding. These observations suggest that while OBE offers advantages over traditional methods in terms of fostering creativity and personalized learning, it also places higher demands on lecturers' time and resources.

Implications for Higher Education Policy and Practice

The findings from this study have several implications for higher education policy and practice. First, they underscore the need for institutions to provide adequate support, including resources, training, and professional development, to facilitate the successful implementation of OBE. Institutional policies should prioritize ongoing support systems that help lecturers navigate the challenges of outcome-based teaching and foster an environment conducive to creativity and innovation.

Secondly, the results highlight the importance of fostering a collaborative culture among faculty members. Encouraging interdisciplinary collaboration and knowledge-sharing can help lecturers learn from each other's experiences and develop creative solutions to overcome the challenges associated with OBE.

Finally, the study suggests that policymakers should consider the specific needs and constraints of lecturers in designing OBE policies. For example, providing flexible frameworks that allow lecturers to adapt outcomes to fit diverse student needs could enhance the effectiveness of OBE and make it a more inclusive teaching model. Additionally, integrating feedback mechanisms within the OBE framework could help institutions monitor its impact and make necessary adjustments based on lecturers' experiences and challenges.

Limitations and Future Research Directions

While this study offers valuable insights into the impact of OBE on lecturer creativity and innovation, it has limitations that should be considered. The study's focus on a single institution may limit the generalizability of its findings, as different institutions may have unique challenges and support systems affecting OBE implementation. Future research could explore the impact of OBE in various institutional contexts to provide a more comprehensive understanding of its effects.

Additionally, this study relies on self-reported data from lecturers, which may be subject to biases such as social desirability bias. Future studies could complement interviews with longitudinal data or case studies to observe the long-term impact of OBE on creativity and innovation in teaching practices.

IV. CONCLUSION

The adoption of Outcome-Based Education (OBE) in higher education brings transformative changes to teaching practices, fostering a shift from traditional, content-focused methods to more flexible, student-centered approaches. This study aimed to understand the impact of OBE on lecturers' creativity and innovation, examining

how the implementation of OBE influences curriculum design, teaching methods, and assessment practices. By focusing on lecturers' experiences in a higher education institution in Tangerang, this study contributes to the growing body of research on OBE and its potential to reshape educational practices. This conclusion section provides a synthesis of the study's key findings, discusses the implications of OBE on teaching practices, identifies limitations, and suggests directions for future research.

Summary of Key Findings

The study reveals that OBE has a profound influence on lecturers' approach to teaching, encouraging creativity and innovation in several aspects of the educational process. First, OBE's outcome-oriented structure prompts lecturers to rethink traditional curriculum design, incorporating activities that foster problem-solving, critical thinking, and real-world application. By focusing on specific learning outcomes, lecturers are motivated to design lessons that go beyond rote memorization, instead encouraging students to actively engage with content and develop practical skills. This shift to outcome-based curriculum design aligns with educational theories that advocate for experiential and applied learning, making education more relevant to students' future careers and personal growth.

Secondly, the study finds that OBE fosters innovation in assessment practices. Traditional exams, which often focus on knowledge recall, are being supplemented or replaced by creative assessments such as project-based assignments, collaborative tasks, and presentations. These methods allow students to demonstrate their understanding in diverse ways, providing lecturers with a more comprehensive view of student learning. However, the shift to innovative assessments presents challenges, particularly in terms of establishing clear evaluation criteria and maintaining consistency across diverse assessment formats. This challenge underscores the need for professional development programs that equip lecturers with the skills to design and assess creative assignments effectively.

Despite these benefits, the study also identifies several challenges associated with OBE implementation. Lecturers report that the initial stages of adapting to OBE are time-consuming, requiring substantial effort to align curriculum and assessments with defined outcomes. Furthermore, the lack of resources and institutional support was noted as a major obstacle, as effective OBE implementation relies on access to teaching materials, technology, and professional development. In many cases, lecturers felt that these resources were insufficient, placing additional strain on their workload. These findings resonate with existing literature, which emphasizes the importance of institutional support in successful educational reform.

The study also highlights the importance of collaboration and a supportive institutional culture in facilitating OBE. Lecturers who had access to peer support and opportunities for collaborative curriculum development reported a smoother transition to OBE. This finding underscores the role of collaborative culture in fostering a sense of community and shared purpose among faculty members, which is crucial for sustaining motivation and overcoming challenges. Furthermore, lecturers' confidence and satisfaction with OBE implementation were positively correlated with the extent of leadership support and training opportunities available, emphasizing the importance of institutional commitment to educational change.

Implications of OBE for Higher Education

The results of this study have significant implications for policy and practice in higher education. The shift to OBE is not merely a change in teaching methodology; it represents a fundamental transformation in educational philosophy, prioritizing skills and competencies over content coverage. This transition necessitates a reevaluation of traditional educational structures, including curriculum development, assessment practices, and teacher training.

One major implication is the need for higher education institutions to provide adequate support and resources for lecturers. The success of OBE depends on lecturers' ability to design and implement outcome-oriented curricula, which requires access to technology, materials, and ongoing training. Institutions should prioritize resource allocation and establish support systems that facilitate OBE's integration into teaching practices. This might include workshops on creative assessment techniques, mentoring programs, and access to digital platforms that facilitate outcome tracking and assessment.

Additionally, institutional policies should foster a culture of collaboration among faculty members. By creating spaces for knowledge-sharing and collaborative curriculum development, institutions can help lecturers overcome challenges associated with OBE implementation. Collaborative environments allow lecturers to learn from each other's experiences, share innovative teaching strategies, and develop a sense of collective responsibility toward student outcomes. Institutions should encourage interdisciplinary collaboration as well, as different academic fields can offer unique perspectives on how to implement OBE effectively.

A key consideration for policy-makers is to strike a balance between standardization and flexibility in OBE implementation. While OBE provides a structured framework for defining and assessing learning outcomes, it should also allow flexibility to accommodate diverse teaching styles and student needs. Institutions should

consider allowing lecturers to adapt OBE frameworks to fit the specific context of their discipline and the unique needs of their students. This flexibility can make OBE more inclusive and adaptable, addressing concerns about its prescriptive nature.

Furthermore, OBE has implications for student engagement and learning outcomes. By focusing on practical skills and real-world applications, OBE encourages students to take an active role in their learning. Lecturers in this study observed that students were more motivated and engaged when they understood the relevance of their coursework to future career opportunities. This observation suggests that OBE not only enhances academic performance but also prepares students for the workforce, aligning educational goals with industry demands. Institutions should continue to promote OBE as a means of preparing students for the challenges and opportunities of the 21st-century workforce.

Limitations of the Study

While this study provides valuable insights into the impact of OBE on lecturers' creativity and innovation, it has certain limitations that should be acknowledged. Firstly, the study focuses on a single higher education institution in Tangerang, which may limit the generalizability of the findings. Higher education institutions vary widely in terms of resources, institutional culture, and support for educational reform, meaning that the experiences of lecturers in other institutions may differ. Future research could address this limitation by conducting comparative studies across multiple institutions with diverse characteristics.

Another limitation is the reliance on self-reported data from interviews, which may introduce biases such as social desirability bias. Lecturers may present themselves in a positive light or downplay challenges to avoid negative perceptions. While efforts were made to ensure openness and honesty during interviews, the potential for bias remains. Future studies could use mixed-methods approaches, incorporating observational data or longitudinal studies to complement self-reported data and capture changes over time.

Lastly, the study focuses primarily on lecturers' perspectives, with limited input from students. Since OBE directly affects student learning experiences, future research could incorporate students' perspectives to gain a more holistic understanding of OBE's impact. Including student feedback would provide valuable insights into how OBE influences engagement, motivation, and learning outcomes from the learner's viewpoint, enhancing the overall assessment of OBE's effectiveness in higher education.

Directions for Future Research

The findings of this study open several avenues for future research. Given the importance of institutional support in successful OBE implementation, future studies could explore the role of institutional policies and leadership in facilitating or hindering OBE adoption. Research could investigate how different leadership styles, resource allocation strategies, and support systems impact lecturers' ability to implement OBE effectively. Comparative studies across institutions with varying levels of support would be particularly valuable in identifying best practices and recommendations for policy-makers.

Another promising area for future research is the long-term impact of OBE on both lecturers and students. This study provides a snapshot of lecturers' experiences during the initial stages of OBE implementation, but further research is needed to understand how these experiences evolve over time. Longitudinal studies could track changes in lecturers' teaching practices, creativity, and satisfaction with OBE, as well as the impact on student learning outcomes. Such studies would provide a comprehensive view of OBE's long-term sustainability and effectiveness.

Furthermore, research could investigate the impact of OBE on different academic disciplines. While this study includes lecturers from various fields, it does not explore in depth the disciplinary differences in OBE implementation. Different disciplines may face unique challenges and opportunities in applying OBE, particularly in relation to creativity and assessment methods. Comparative studies across disciplines could provide insights into how OBE can be tailored to meet the specific needs of different fields, enhancing its relevance and applicability across higher education.

Finally, future research should consider the use of innovative assessment tools and technologies in OBE. With advancements in digital learning platforms and analytics, there are new opportunities for assessing student outcomes in more dynamic and interactive ways. Research could explore how digital tools can support OBE by providing real-time feedback, facilitating peer assessments, and tracking student progress. Integrating technology into OBE could address some of the challenges associated with traditional assessment methods, making it easier for lecturers to evaluate student performance in creative and objective ways.

Concluding Remarks

In conclusion, this study highlights the transformative potential of OBE in fostering creativity and innovation among lecturers in higher education. By emphasizing skills, competencies, and real-world applications,

OBE encourages lecturers to adopt more engaging, student-centered approaches to teaching. Despite the challenges associated with its implementation, particularly in terms of workload and resource constraints, the benefits of OBE in enhancing educational relevance and preparing students for future careers are clear. For OBE to succeed, institutions must provide adequate support, foster collaborative cultures, and offer flexibility to accommodate diverse educational contexts.

As higher education institutions continue to adapt to the demands of the 21st century, OBE represents a valuable approach for bridging the gap between academic learning and practical application. The insights gained from this study contribute to a deeper understanding of how OBE impacts teaching practices and provide a foundation for future research aimed at enhancing its effectiveness in diverse educational settings. Through ongoing research and refinement, OBE can become an integral part of higher education reform, equipping educators and students with the skills needed to thrive in an increasingly complex and dynamic world.

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