The Philosophy Outcome Based Education

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Background

- Demand by the community for quality education;

- Direction of educational program conducted by faculty members and students;

- Acknowledgement of education result by outsiders especially the users;

- Accountable assessment or accreditation of educational quality.

OBE principles

- Success indicator is determined by 'the ability or able to' acquired by the students;
- It is necessary to agree on the level of ability that should be acquired by the students for a particular educational level/path/stream;
- Graduate attribute or graduate competency standard;
- Educational process is conducted to achieve the agreed level of ability.

Design of OBE curriculum

- Curriculum is a guideline for learning process which is prepared based on the required ability;

- Curriculum should be comprehensive and dynamics and also flexible such that able to bring the students up to the targeted ability;

- Faculty members play a vital role on the success of learning process, while curriculum is just a supporting tool.

Initial competence identification

- Initial competence of the students is necessary to be assessed for successful learning process;

- Could be done through objective pre-test or pre-assessment where the students do not need to worry for the results (since there will be no 'pass or no-pass');

- Pre-test will be beneficial for the students so that they will obtain optimum learning process;

- Good initial identification is already halfway through successful learning process.

Learner selection

- Large spectrum or large diversity of student quality will create difficulty in the initial identification and in the final stage of achievement;

- It is necessary to conduct a strict and accurate selection process in recruiting new students so that they will have adequate competency potential for success, and low quality diversity;

- Accurate and strict selection process will guarantee the quality of students and it is the beginning of successful learning process.

Learning process alternatives

- There are alternatives such as PBL (problem based learning), CBL (case based learning), LBE (laboratory based education), RBE (research based education), hybrid learning, etc.

- Student centered learning (SCL) should be implemented, no longer teacher centered learning, where lecturer/teacher is acting as facilitator to empower the students;

- The above alternatives will support SCL that will determine successful OBE.

Learning process selection

- Depends on the philosophy of specific field study;

- Could not be uniformly implemented for all programs within the university;

- Choices are up to the lecturers or study programs to select according to their real conditions (students, laboratories, lecturers, infrastructure, etc);

- Freedom to select the effective learning process to achieve the agreed ability level.

OBE standard ?

- There are several categories depending on field of study;
- Engineering: Washington Accord;
- Architecture: Canberra Accord;
- ICT: Seoul Accord;
- Medical education: WFME;
- Business: AACSB;
- Note: Bologna declaration (ECTS = European credit transfer system) is not an OBE

International recognition

- OBE provides a mechanism for objective international recognition;
- In the global competition, reciprocal recognition will play an important role for increasing competitiveness;
- *Old paradigm*: input based education, *new paradigm*: outcome based education;
- With old paradigm it is difficult to provide recognition to other education system;
- In the global competition, it is not possible to prevent foreign experts to work in Indonesia just because they are foreigners.

Accreditation process ?

- Quality of education is evaluated through accreditation process, therefore accreditation by nature should be optional to assure public accountability;

- University should be accountable to the public since funding comes from public (*directly or in-directly*);

- Accountability is shown in terms of graduate quality and knowledge quality for the betterment of human being;

- People have to know the performance of university, therefore accreditation results should provide objective information to the people.

Accreditation reform

- Accreditation should be changed from input based to outcome based;

- Accreditation should not be meant for university ranking;

- Accreditation should not be used for comparison among institutions;

- Accreditation should be part of continuous improvement process where the university is conducting it.

Accountability

- University and graduates should be responsible to the public;
- OBE will educate the university as well as people so that there will be no misunderstanding between them;
- OBE guarantees that students will obtain appropriate and adequate education rights;
- OBE provides necessary successful indicators for the university to prepare strategic plan;
- OBE will educate the government so that they know about university and they know how to finance;
- OBE will educate lecturers so that they teach on the right track

Notes on OBE

- OBE should not be understood narrowly;

- OBE is for all levels and streams/tracks;

- OBE will need a long-term investment since one has to wait 10 years for the result;

- With OBE the university should be able to fulfill the promise to the public that the graduates will benefit the development of society .